

UNIVERSITY OF TAMPERE

**An Analysis of Adolescents' Identity Positioning as
Learners in Sukma Bangsa Pidie School**

School of Education

Master's thesis in education

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The purpose of this research was to explore how adolescents performed towards their identity as learners in Sukma Bangsa Pidie (SBP) School through a phenomenographic approach. More specifically, the study aimed to understand the way adolescents construct their learning identity, to see their awareness level as learners, and to know their different ways of experiencing their positions as learners in a school environment. The participants in this study were 15 students (8 females and 7 males) from SBP School in the 11th grade of senior high school level, their teachers, and parents. This research was conducted from 10 August 2016 to 11 October 2016 in SBP School. The investigation was done in this school because it has both boarding and non-boarding students. The data gathered for this study were obtained from naturalistic observation, audio/video-recording of events (observation) and interviews, focus-group discussion (FGD), self-report, peer observation, and supporting documents (i.e. mid-test report). To get data triangulation in order to support student participants' interviews, this study also interviewed their base class teacher, subject teachers, dormitory teacher, vice principal of student affairs, school principal, and some representative parents. The findings indicated that there were variations in the way adolescents experienced their learning identity, and later might encourage them to achieve different degrees of motivation, self-perceptions (includes self-efficacy, self-concept, and self-esteem), autonomy, and self-development towards their identity as learners. In this study, SBP School's students demonstrated a high level of self-efficacy and self-development, an average level of self-esteem and autonomy, and close to an average level of self-concept and motivation in constructing their identity as learners. The other results also validated the different levels of adolescents' awareness in perceiving their sense of identity as learners, which were survival, establishing stability, approval, and loving to learn. The students of SBP School disclosed that the highest accomplishment of their experiences was in showing their confidence towards learning attitude, whereas the lowest one was in adult attachment or influences. Furthermore, the findings exhibited the different ways of adolescents perceived their positions as learners, whereby students with low levels of motivation and self-perceptions must unconditionally be scaffolded by both teachers (at school) and parents (at home). Adult attachment therefore may become more important to moderate students who have either low willingness to study or low self-conception, in order to reconstruct their learning identity. This study ultimately confirmed that there was a reciprocal relationship between learner identity and learner awareness and further supported the integrated effects on both learner autonomy and cognitive ability. The researchers then recommend that future research should investigate the association of learner identity with academic attitudes as well as learner identity with academic and social achievements, both qualitatively and quantitatively. In addition, this research may give new references in similar research contexts for professional groups and worldwide educational systems.

Key words: adolescent, identity positioning, phenomenographic, learning identity, learner awareness, learner autonomy, adult attachment

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1 INTRODUCTION

Ten years ago, Nurhayati, one of the authors of this thesis was studying in one of secondary schools (normally called senior high schools) in Aceh. She found there were differences between students, such as in behaving, studying, performing, and achieving. Based on the author's observation, a student with a good academic achievement, leadership, and social interaction, paid more attention to teachers, peers, or a school environment than the other students who had a low level of all those mentioned. For instance, the author loved mathematics rather than other subjects, while one of her friends liked English. Consequently, they had different levels of concentration when mathematics' teachers were attempting to explain the material in the classroom, or vice versa. The author preferred to focus on everything relating to mathematics, and considered mathematics as the most important subject in her life. Meanwhile, her friend took account of English as her favorite subject and had a tendency to sacrifice any less-relevant issues to it.

Dealing with these problems, their teachers had taken part in supporting them both within and outside the school. To facilitate Nurhayati's interests in mathematics, one of her mathematics' teachers had frequently invited her to the teacher's house in order to help her teachers solve some advanced problems for undergraduate tasks. This example explains that when people have had concerned about some particular subjects, for instance English, they will be able to value the subject as an important one to be learned, and at the end, they may compel themselves to fulfill their interests.

In a like manner, it also happens to Sukma Bangsa School students. Based on the authors' experiences and rough observations during the last ten years, most secondary school students at the school normally have different academic attitudes depending on their interests. The correlation can be clearly seen from students' academic attitudes as well as their perceptions about themselves as learners. As previously mentioned, attention from students to teachers and lessons could be one of signs for the teachers of whether those students have the desired and good willingness to study. However, this sign is not sufficient to understand students' academic attitudes, because teachers must be able to explore comprehensively their students both in emic and in etic perspectives. This study then will present an in-depth study of students' identity positioning in their adolescence

period, and examine the perspectives of adolescents as learners based on their perceptions, autonomy, agency, and motivation aspects.

Identity formation emphasizes a three-dimensional approach, namely commitment, in-depth exploration, and reconsideration (Harrell-Levy & Kerpelman, 2010). The example of the author's experience given previously is at the first-dimension approach of identity formation, called commitment. When students endeavor to strengthen their commitment, they move to in-depth exploration, and ultimately they will reconsider their choices during an identity formation process.

Thereupon, teachers, peers, parents, and school environments should take account of shaping and influencing adolescents' identities. As a matter of fact, according to Soenens et al. (2011), late adolescents are not equal in creating identity commitment, because they have different motives to reinforce their commitment and tend to create personal adjustment based on the theory of self-determination offered by Ryan & Deci (2000). Therefore, this study is an attempt to introduce the identity positioning process of adolescents in the school environment.

1.1 Background to the research

Adolescents in the middle and late ages have tendencies to change their self-identity. Erikson (1968) offered some key important concepts of the nature of individual's basic drives (ego) identity towards adolescents' development. He outlined eight stages or periods of lifespan sequences in people development tasks in which adolescents face *identity* versus *identity diffusion (role confusion)*. He also believed that adolescents are positioning themselves in the psychosocial identity changes. They attempt to seek and find whom they are and what roles they will take. As teenagers, they are in the period of looking for their passions, appropriate occupational, or educational roles, and experiment with various sexual orientation.

In the school ages, adolescents refer to the secondary school students, and they are typically ranging from grade 7 to 12. Phenomenologically, some adolescents have a tendency to be truant, avoid their responsibility as students, lose study motivation, or in general, they are likely to violate school's regulation. In a like manner, their awareness of identity as learners must be further examined. There are numerous possibilities for adolescents' behavior changes, for instance, they have no purpose going to school, or they do not know their roles as students in the school, or even they just want to avoid being at home.

Regarding adolescents' positions as learners, we assume that when students are going to school, it means that they are going to study in order to fulfil or gain their curiosity towards new knowledge or experiences. In fact, based on our previous observations for the period of teaching in

the school, not all students have shown proper academic attitudes as we previously assumed. This phenomenon indicates that the research relating to adolescents' experiences towards their identity positioning as learners is essential to be conducted. Additionally, what we found from the first generation of students in Sukma Bangsa School, was that most of them were good at dealing with their own learning approaches compared to our students (in the same school) recently. This can be clearly seen from their self-directed learning during learning/teaching activities either at school or in the dormitory. However, our students now, particularly in Sukma Bangsa Pidie (SBP) School, do not show their full autonomy as learners, as we noticed during gathering the data in this research. Hence, they cannot demonstrate their identity as agents of change as learners.

In terms of adolescents' perceptions and motivation, we acknowledge that most students assume that they already give good efforts in learning/teaching activities. They perceive themselves as competent and responsible learners, so that students think they do not need to study harder due to the standard that they have already accomplished. We therefore want to understand their perceptions and motivation directly from students' perspectives as learners in order to confirm the data that we obtained from our observations. This study then was conducted to explore adolescents' identity formation as learners (for boarding and non-boarding students); because we noticed that SBP School is the only one from three other Sukma Bangsa Schools that has boarding students.

With this in mind, a boarding school sometimes becomes a promising option for parents who have concern for the better development of adolescents. Rogers (2009) argued that a boarding school has many beneficial factors including many academic programs, a conducive environment for studying, good facilities, and good teachers. SBP School is one of boarding schools in Aceh with the criteria mentioned. The school has designed numerous activities that support cognitive, affective, and psychomotor development. The school is expected to assist students in forming their self-and-social identity. Living together in a group with different family backgrounds and cultures will then construct students' ability to recognize themselves and their role in society. According to Sokol (2009) based on Erikson's perspective, adolescents can explore their formation of identity when they interact with their neighborhoods, communities, and schools. Through several particular activities in the dormitory that were experienced by the students, at the end they also can get a sense of identity in the society, by considering what they can do and what they can give to society.

From these assumptions, this study will respond to adolescents' experiences towards their identity positioning as learners in SBP School, which is untouched as yet. SBP School was established about 10 years ago, however, neither the experienced nor the novice teachers who are working there have ever performed as researchers. Accordingly, the results of this study will be used as preliminary research for future school development.

1.2 Research questions

The purpose of this research is to understand how adolescents, in this study, secondary school students, behave toward their identity as learners in SBP School through a phenomenographic approach, in particular, educational research. Consequently, the research questions for this study are as follows:

1. How do adolescents construct their identity as learners in SBP School?
2. Are adolescents aware of their identity as learners in such a school environment? If so, at which level their awareness about learners' identity is?
3. What are qualitatively the different ways of experiencing their position as learners in the school?

1.3 Operationalization of the research

In exploring an adolescents' identity positioning process, this study applied common methods used a phenomenographic study/approach. This approach involves participants' observations and interviews. The phenomenographic study can be examined by interpreting people's speech and action, because it involves the reality of individuals' conceptualizations (Gall, Gall, & Borg, 2007). Hence, the researchers then are able to comprehend how people experience with different ways of understandings. In other words, we investigate how people or a group of people interpret the phenomenon. This approach also takes account of the variation of people's conceptions, whereas a phenomenology approach studies the phenomenon itself. In addition, this approach (phenomenographic) is very appropriate to educational framework.

Typically, to understand people's perceptions, in this case, students' perceptions on self-identity, the researchers must be able to conduct open-ended interviews, thus the interviewees have freedom to elaborate their responds to the questions easily. For that purpose, Larsson & Holmstrom (2007) suggested that in-depth interviews by tape recording are required in order to transcribe the participants' speech. Moreover, they also mentioned that 20 participants or informants are sufficient to explore people's different understandings on meaning making of phenomena for particular cases.

What is more, to achieve the data saturation in qualitative interviews, there are several suggestions from previous literatures as cited in Bonde (2013). According to Romney, Weller, & Batcheler (1986) as cited in Bonde (2013), participants with a high-quality expertise to the topic of inquiry can be enough for 4-5 people only, however, 15 participants was suggested by Baker & Edwards (2012) as cited in Bonde (2013) when they have designated information about the topic

inquiry. Alternatively, Guest, Bunce, & Johnson (2006) as cited in Bonde (2013) recommended that 6-12 participants are sufficient to reach data saturation by interviewing homogenous target people in a narrow research scope.

In this study, the phenomenographic investigation was done by choosing a few shortlisted adolescents in secondary school of SBP. We therefore selected 15 student participants to be investigated in order to understand their identity positioning as learners in the school environment. It was also supported by Crouch & McKenzie (2006), that getting immerse with the data as well as building researchers and participants' relationship, less than 20 participants seem enough to be interviewed in presenting in-depth research problems.

1.4 Justification and significance of the research

After obtaining some understandings about adolescents' identity positioning processes, the researchers may be able to offer their findings that can support future school development. In terms of significance for students as research's participants, this study is expected to increase the level of their personal values, from less-consciousness to more-consciousness of self-identity through this research involvement. Moreover, our interest and motivation of this study is considered as the main factor to conduct the research as well as the significance to professional groups and worldwide educational system, whether the research is worthy to be investigated.

Was et al. (2009) conducted quantitative research to examine the correlation between academic identity status and students' academic goals or achievements. The finding of this study indicated that the academic identity contributed effects on students' academic achievements. To put it differently, a student with high academic goals is able to deal with most of assignments given, having high motivation to study as well as high autonomy, and ultimately increases his/her self-efficacy.

In line with previous works, this preliminary study encourages other researchers in educational field, particularly in evaluating students' identity impacts. By understanding students' perception towards their identity as learners, teachers then are able to investigate their position in adolescents' identity formation processes. In addition, teachers can identify the correlation between identity and behavior as well as identity and academic/social achievement in the future research.

1.5 The context of the research

In this study, the researchers as the authors of this thesis are attempting to understand an identity formation process of students as learners in the school, in order to provide sufficient background knowledge as well as in-depth descriptions about adolescents' attitudes as learners to readers or educational stakeholders. Furthermore, this study focuses on SBP School in which we are working for at least one academic year. The position of the researchers on this study also will be further described in the upcoming section.

1.5.1 Sukma Bangsa School

Sukma Bangsa School, in particular Sukma Bangsa Pidie (SBP) School is the selected place in which this research was conducted. This school was established under Sukma Foundation, which has orientation in children's development and quality. Sukma Foundation was launched in February 2005 in response to the reverberation of huge earthquake followed by Tsunami that hit Aceh and North Sumatera at the end of 2004. As a result, to reconstruct post-tsunami damaged schools' buildings and facilities, three schools were built in three different locations in Aceh. These three schools started to operate by the middle of 2006 with children from across Aceh recruited. The schools were designed to reach underprivileged Aceh children for their better education and to educate them with nation character building (Blueprint of Sukma Bangsa School, 2005).

We decided to investigate the phenomena in SBP School because it has both boarding and non-boarding programs. According to Blueprint of Sukma Bangsa School (2005), the dormitory has multipurpose for students, they are, a place for students' talent, interests, and potential development, then a home, it is also a place for establishment of learning support community, and the most important, a place for cultivating a good character. In line with this, SBP School is best suited to be researched for an adolescents' identity positioning process.

This study also can be referenced as an assessment for students, teachers, school staff and its stakeholders as well, regarding the fifth principles as offered by Senge et al. (2012) adopted by Sukma Bangsa School after a decade. In "Schools that Learn", the philosophy of Systems Thinking stands for understanding of changes, complexity, and interdependencies, in terms of systems additionally may possibly be assumed for every child and every educational practice. Hence, this concept attempts to consider every single change in community for everyday life to obtain a high level of effects with low efforts. A school then is able to assess the implementation of

this adopted school principles for the students' identity positioning process by the influences of school community, especially scaffolding from the teachers.

1.5.2 The researchers' position

We are recently working in this school. However, since the school was established for almost ten years, there is no teacher performing as a researcher. One of the authors (Nurhayati) has joined this school by the end of 2014, and was actively involving as a subject teacher and a high school vice principal of student affairs for one academic year and one semester, respectively. At the end of 2015, Nurhayati continued her study in teacher education since her previous background is engineering.

Likewise, Ratna as the other author of this thesis has joined the school for almost ten years, and of course, with sufficient experiences in teaching. As we can say that Nurhayati is a novice teacher, while Ratna is an experienced one. Hence, more than adequate for Ratna to be familiar with the school system. In addition to this, Ratna also had experiences as a high school vice principal of curriculum, an elementary school headmaster as well as a head of female dormitory. Therefore, this study will particularly be very promising for our schools and students' assessment, also for nation educational purposes, in general. Etic perspectives from those two different experiences of researchers, optimistically later may enrich the obtained data from participants (emic perspectives).

1.6 *Philosophical foundation*

The philosophical foundation is very important to be considered prior to determining both methodology and methods of the research. In qualitative research, there are common paradigms with different ontological and epistemological assumptions. Ontology is the first assumption that guides the researcher to decide theoretical framework. According to *Qualitative Research Guidelines Project* (Guba & Lincoln, 1994), ontology refers to the assumptions and beliefs about the nature of existence, such as what exists, what is true, what is existence, what is the nature of existence, and how can we sort an existing thing, whereas epistemology concerns the assumptions and beliefs about the nature of knowledge, for instance, how do we know something exists, and how is knowledge acquired.

In essence, the way someone perceives the reality as ontology, and the way someone acquires knowledge as epistemology. In the end, these two assumptions compel a research paradigm. A

paradigm consists of its ontology, epistemology, methodology, and method. In other words, every paradigm has different ontological and epistemological assumptions reflecting methodology and methods.

Troudi (2010) defined methodology as “overall research strategy reflecting a theory of acquiring knowledge (p.2)”, whereas method as “the particular technique or instrument employed in the process of data collection (p.2)”. Hence, prior to selecting an appropriate research technique, the researchers have to consider the research strategy coming from common assumptions and beliefs of common paradigms. The understanding of philosophical underpinning enables the researchers to comprehend the whole study, to put theory into practice, and ultimately encourages the engagement in academic debates based on research findings (Scotland, 2012).

1.6.1 The ontology of the research

Basically, the ontological assumptions are distinct as two different definitions, first is realist, this ontology believes in one truth that can be found and measured, and second is relativist who believes that truth is contextual, meaning that it can be multiple truth (Killam, 2013). Furthermore, according to Killam (2013), a realist is more objective and static rather than a relativist due to his/her context-free, to say nothing of a realist underpins positivism, whereas a relativist underpins constructivism.

As mentioned previously, this study was conducted to perceive how secondary school students, behave toward their identity as learners. Hence, the focus was on students’ interpretations to the conception of themselves, and the researchers’ points of view as well. This assumption compels multiple meanings (truth) and contextual results depending on the subject (subjective), the research therefore is under relativistic ontology.

1.6.2 The epistemology of the research

According to Scotland (2012), the epistemology assumptions are also divided into two major classifications, they are objectivist and subjectivist. In objectivism, the researcher and the study are independent entities, whereas the world does not independently exist of the knowledge on it in subjectivism. In short, there are as many realities as individuals constructed in subjectivism; meanwhile, the phenomena have an independent existence in objectivism. This study concerns on which reality is individually constructed, based on students’ perception to themselves, so then, this research adopts subjectivist epistemology.

1.6.3 The research paradigm

In the previous subheadings, the description for both ontology and epistemology of this study was discussed. Thus, this research took account of relativism ontology and subjectivist epistemology. These assumptions led the research to basic beliefs of constructivism, and eventually required qualitative research as a methodology approach.

In constructivism, truth is transferred through dialogues in which various interpretations are conveyed among people involved. The interpretation is based on particular cases, people, time, place, and contextual. Given these points, re-interpretation will be open through reconfirmation, such as conversation or interviews. Constructivism offers some criteria for good research based on this paradigm, Angen (2000) suggested a number of research evaluation that should be considered from a constructivist perspective. The researchers must concern with research questions provided carefully by fulfilling the inquiry with a virtuous manner. Besides, both ethical and substantive validities have to be deliberated as the most important aspect prior to deciding methodology for the research.

1.7 Key concepts of the research

We attempt to provide several main key concepts relating to this study for readers. The descriptions of the concepts are generally presented in this section to guide and help readers in topic or research question understanding.

Adolescents are referred to people from 12 to 18 years old. This definition is based on Erikson's theory (1968), and he defined adolescence as the transition phase between childhood and adulthood as well as a period when someone is no longer a child and he or she has not become an adult yet.

Aware/awareness is normally related to consciousness. In psychology studies (psychologydictionary.org), awareness refers to human consciousness in experiencing both internal and external events. In brief, they are able to realize of every single event changes.

Identity connotes "both a persistent sameness within oneself (self-sameness) and a persistent sharing of some kind of essential character with others" Erikson (1956, p.57). In general, he claimed that identity is a dynamic and self-organizing process with proposing self-sameness and continuity.

A learner is person who is engaging life experiences with learning attitude, she or he also believes in her or his ability to be improved, and has tendency to become self-learning, which ultimately becomes more confident to learning orientation (Kolb & Kolb, 2009).

Self-conception is the way one's perceives and understands his/herself. According to Baumeister (1999, p.13), self-conception is "the individual's belief about himself or herself, including the person's attributes and who and what the self is".

Sense of identity may be expressed as the awareness of being a distinct person and it would be appeared at the young age (psychologydictionary.org).

Self-efficacy from social learning theory (Bandura, 1977), takes account of learners' perception about their efforts, ability to face obstacles, anxiety, and defensive behavior.

Self-directed learning may be defined as the way one perceives on how to manage the instructions (Harrison, 1978), more specifically it involves the autonomy of learners to understand the instructional processes.

Self-assessment is "a process of formative assessment during which students reflect on and evaluate the quality of their work and their learning, judge the degree to which they reflect explicitly stated goals or criteria, identify strengths and weaknesses in their work, and revise accordingly." Andrade & Du (2007, p.160).

Self-esteem is defined as the way individuals evaluate themselves (Baumeister, 1999). Self-esteem is one of aspects of one' self-concept, in which for those who study about self-concept will ultimately understand self-esteem.

Autonomy is the ability of someone to be responsible for one's own learning, or more specifically, *learner autonomy* refers to the independency of students in deciding their own learning instead of to be dependent on the teachers (Holec, 1979).

Phenomenographic is "the study of how people experience, understand or conceive of a phenomenon in the world around us. The investigation is not directed at the phenomenon as such, but at the variation in people's ways of understanding the phenomenon." Larsson & Holmstrom (2007, p.56).

1.8 Structure of the thesis

This thesis is written and outlined in five major chapters and each chapter attempts to provide readers sufficient information in order to answer research questions of this study. Chapter one presents the introduction part covering background, research questions, operationalization of the research, justification and significance of the study, the context of the research relating to

researchers' position and also the object of this study, then added by the key concepts of the research to guide readers comprehend several important terminologies applied in this thesis. Besides, this chapter also covers the philosophical foundation of the research as well as the whole structure of this thesis. In this section, we present both ontology and epistemology of the study adopted in order to determine the research paradigm.

Chapter two provides literature review and conceptual framework (theoretical underpinning) of this study. The previous studies published and the relevant concepts supporting the research will be discussed in this part, helping to identify the intellectual gap of previous research conducted. There are two related theories used under this study discussion, those are positioning and attachment theories.

Then chapter three to describe the research methodology follows it. This section will guide readers to understand how we determine the research approach and design. To provide data collection procedures, selection of participants, and data analysis, this thesis offers separated discussion on the aspects of methodology pertaining in this thesis.

In chapter four, the findings and discussion of this thesis will be presented, indeed, in order to answer and solve the research questions provided in chapter one. This chapter is going to present how adolescents construct their identity as learners, their awareness level as learners, and adolescents' experiences on their position as learners in the school will be conveyed afterwards. Further, conclusions, implications, and evaluation of the research can be found in the last part of the thesis (chapter 5).

2 THEORETICAL UNDERPINNING

2.1 Literature review concerning adolescents' development and their identity as learners

In the process of adolescent's identity formation as grounded by Erikson's (1968) psychosocial development theory as well as Marcia's (1966) theory about identity status, there are two basic aspects which influence one's identity, exploration, and commitment. Marcia has already defined the paradigm of self-identity consisting of four identity statuses, achievement in terms of someone having high exploration and high commitment as well, moratorium in cases of the person having high exploration but low commitment, foreclosure as reverse of moratorium, and also diffusion when people have both low exploration and commitment.

Thereafter, many researchers (Côte & Levine, 1988; Berzonsky, 1990) attempted to suggest other paradigms relating to the previous identity formation whereby the process is better to be concerned instead of the outcome. Regarding this consideration, one's self-concept and beliefs on how she or he perceives her or himself are established by one's identity. The study conducted by Duriez, et al. (2012) explained that adolescent's identity formation process was influenced by individual's exploration and commitment which easily change across time, more specifically, commitments are derived from an intensive identity exploration, however, the commitments may be developed by accepting some new information within particular periods.

We assert that from the first-time children enter the schools until they turn to teenagers and complete their formal schooling, they spend more time in the schools rather than another environment, particularly for the students who pursue their formal schooling in boarding schools. We also assume that in the period of adolescence, they tend to observe and notice to their environment in order to develop self-potential and emotional.

For a particular case, the formation of identity is affected by the educational system of the schools. In the Handbook of Adolescent Psychology, Lerner & Steinberg (2004, p.125) proposed, "Individuals have changing emotional, cognitive, and social needs and personal goals as they mature." The research of Klimstra et al. (2010) found that the adolescent identity construction is not about changes of commitments themselves, but how the way of she or he deals with

commitments. When adolescents are becoming more mature and thinking critically, they will have a good direction of life.

To support this issue, we need to consult the developmental tasks of adolescents based on Havighurst in a book written by Kelly (1965), the author advised that there are several developmental tasks to be acquired by teenagers. The tasks present a major personal achievement of adolescences for their goals. In this stage, they are going to establish self-confident, attain an understanding of their environment, know their roles in society, develop personal independence, and decide their life direction. In the school environment, teachers have significant roles to concern about these issues.

Concisely, teachers as agents of identity development have to aid their students in forming the identity. In addition, adolescents need to experiment whether they succeed to find and construct their own identity or not. We prompt that the positive supports from parents, teachers, peers, and others will affect the adolescents on experimenting their direction in life, and also they must have self-confident to announce the experimentation and fit in it.

2.1.1 Adolescents and their psychosocial development

Barton & McKay (2016) enlightened that adolescence is a phase in which the children have entered the age of 11 years and changing the physical, emotional, and thought. At this age, they still have uncertainty in terms of knowing their goals. Some students in this phase can either determine or decide their goals and interests to gain new experiences and to improve their academic capability, but the rest even cannot ensure their purposes when they go to school. Adolescents, who have difficulties in shaping their direction of life, usually tend not to be success in learning.

Therefore, schools need to design particular programs, which can help students in developing maturation itself with interesting and fun activities. In addition, the conducive school culture and social environment will also strongly support the development of the capacity of adolescents, typically for the student's self-awareness.

Adolescents are aware of the formation of their identity, in this case academic identity, by interactions among their friends, teachers, society, and positioning themselves as students or learners. Related to the development of self-regulation among adolescents, Kalimullin et al. (2016) specified that communication and interaction are key components to promote adolescents' awareness in order to understand their self-regulation. Adolescence is the period that is highly vulnerable to the determination of identity, because adolescents have a critical phase in

understanding their age based on the reflection of the needs and activities. Further can be understood that the development of youth in self-conception highly depends on internal and external factors that can affect the formation of identity.

Erikson (1968) proposed eight psychosocial crisis stages according to age, there are five stages prior to adolescence and three stages beyond. If people pass each stage well, they will have healthy personalities. Otherwise, when they fail to go through each stage, an unhealthy sense of self will be promoted. Table 1 summarizes of these stages.

TABLE 1. Proposed psychosocial stages by Erikson (1968).

Stages	Psychosocial Crises	Basic Virtues	Ages (Years)
1	Trust versus mistrust	Hope	Infancy (0 – 0.5)
2	Autonomy versus shame	Will	Early childhood (1.5 – 3)
3	Initiative versus guilt	Purpose	Play age (3 – 5)
4	Industry versus Inferiority	Competency	School age (5 – 12)
5	Ego identity versus role confusion	Fidelity	Adolescence (12 – 18)
6	Intimacy versus isolation	Love	Young adult (18 – 40)
7	Generativity versus stagnation	Care	Adulthood (40 – 65)
8	Ego integrity versus despair	Wisdom	Maturity (65+)

Adolescents face the crisis of ego identity versus role confusion. Adolescence is the transition phase between childhood and adulthood. We also understand adolescence as a period when someone is no longer a child and he or she has not become an adult yet. In this period, they are becoming more independent to look for who they are as personals and what their roles are in societies or a social life.

Erikson (1968) emphasized adolescence phase is very important in order for constructing their identities and a sense of self. The adolescents have to achieve basic virtue in term of fidelity. When they are able to understand, and commit different perspectives from others, it means they succeed to pass this stage. We can see adolescents clearly in their period of secondary and upper secondary schools. They tend to question about themselves. Besides, they are trying various roles in societies, whether they are going to be nerds, cowboys, bookworms, athletes, transgender, and religious people. The peers' relationship is also influencing this stage very much. Additionally, when they

spend more time in schools, the school environment is going to affect them as well. Hence, teachers play a vital role in shaping their identities.

Nevertheless, we instigate that Erikson's theory is not totally right. He believed that in the adolescence period, they are dealing with identity construction and identity diffusion. As illustrated in Table 1, the basic virtue of adolescences is fidelity, and to achieve it, they will face the role confusion at the age of 12 to 18 years old. So then, when they grow up and become young adults (18 to 40 years old), they are dealing with the next psychosocial crisis phase, that is intimacy and isolation, in this case, people are going to achieve other basic virtue. In other words, they have completely found and decided their identity in this period.

On the contrary, Côte (2006) in his concern about a new life stage, stated that the meaning of nature 'adulthood' loses for more and more people, and it turns to be an 'adult identity'. Due to increasing of population, he proposed a 'youthhood' replacing 'adulthood' completely. In addition, he understood that maturity of identity is a factor that gives an effect on someone's identity exploration. We consider that Côte's theory is more logically to suggest 'youthhood' as an extending of adolescence phase in order to demonstrate the right period of finding and forming the individual identity.

The identity crisis can be measured and validated by implementing Marcia's theory. In his paper *Development and Validation of Ego Identity Status*, he attempted to adjust the ego identity achievement until he closed to the conclusion about this achievement. This study offered the development, measurement, and partial validation of shaping an ego identity status in terms of individual focus and psychosocial task as aspired by Erikson's (Marcia, 1966). The results of Marcia's study are identity achievement, moratorium, foreclosure, and identity diffusion.

In the identity diffusion, people are not able to develop their sense of self; they do not have the direction of life. Then, when they are able to follow the direction given by parents, peers, or teachers, this identity status is included in foreclosure. After finding their identity, adolescences tend to experiment with their choices, but in the moratorium phase, there is no strong commitment from them. The last is identity achievement. Adolescents have a deep commitment to their identity choice consciously. They convinced that the ideology and occupation decisions made have been clear enough and autonomously.

Now, based on Marcia's theory, teachers have to consider what they can do to help students overcome identity diffusion phase successfully. What should teachers do in order to aid their emotional development in this phase? As the researchers understand that peer relationships affect their self-concept as well as self-esteem.

2.1.2 Student perceptions: self-efficacy, self-concept, and self-esteem

As Erikson (1968) previously mentioned that central adolescents' developmental task refers to their identity formation in terms of the way they attempt to create the sense of identity. In the book entitled *Developing Adolescents* by American Psychological Association (2002) stated that there are two concepts known when one is trying to establish a sense of identity, self-concept, and self-esteem.

Self-concept is defined as the perception of ourselves. As cited in Byrne (1984, p.429), "self-concept in specific terms, it is our attitudes, feelings and knowledge about our abilities, skills, appearance, and social acceptability". Many researchers agree that, one's self-concept cannot be formed immediately prior to having self-efficacy, particularly in order to create academic self-concept (Bong & Skaalvik, 2003; Schunk, 1991). Learners who are able to construct their self-efficacy towards academic performance continuously, they encourage the self-concept development in the proper way.

In line with adolescents' psychosocial development theory by Erikson (1968), Whannell & Whannell (2015) also offered that emotional commitment plays an important role to promote students' identity formation during their transition of late adolescence. When adolescents are able to maintain their emotion and to act appropriately, they are expected to perform well as students or learners.

Furthermore, another study about adolescent's identity formation was proposed by Adamson, he suggested in Hartman & Lyxell (1999, p. 30) that late adolescence in a process of identity formation must be able "to balance and control one's needs and wishes in relation to others' and to find a place for oneself in the future". In this case, there are two dimensions of self-concept, self and the other. Start from developing self-concept, then after the long run, self-esteem is improving. Both self-efficacy and self-esteem are the pillars of self-concept.

More specifically, learners' attitude and motivation showing their self-acceptance without worrying about what other people think are some of characteristics of high self-esteem of individuals as learners. Also, this is an evaluative component of self-concept whereby low self-esteem marked obviously by unhappiness, anxiety, inferiority/superiority, impatience, oriented goals, and negativity, may not be able to end up one's concept to her or his self-esteem (Frank, 2011).

On the subject of self-efficacy from social learning theory (Bandura, 1977), it depends on the effort, intended to face obstacles, anxiety, and defensive behavior. Let alone, based on self-determination theory (Ryan & Deci, 2000), motivation is one of key factors to achieve learners'

self-efficacy. Adolescents with no motivation to study do not have intention in learning activities and this later lead them to having low self-efficacy.

In contrast, high self-efficacy can be achieved when students have the desire and willingness to give their efforts to master the new knowledge provided. As a matter of fact, highly self-efficacious learners are indicated by participating more readily in studying, working harder, as well as persisting longer than low self-efficacious ones, having no doubt of their capabilities (by showing their confidence), taking risks, and also they are able to self-evaluate accurately due to their sense of accomplishment (Zimmerman, 2000). Therefore, learner motivation, self-efficacy, and identity inform the complexity in order to understand adolescents' psychological development (Matthews, Banerjee & Lauermann, 2014). In the light of youth needs regarding their autonomy, adults are expected to assist and encourage them to explore their academic identity as responsible learners.

2.1.3 Learner autonomy: self-directed learning, self-assessment, and self-evaluation

Self-directed learning may be defined as the way one perceives on how to manage instructions (Harrison, 1978), and more specifically it involves the autonomy of learners in understanding the instructional processes. Based on the theory of Personal Responsibility Orientation (PRO) by Brockett & Hiemstra (1991), self-directed learning focuses on two orientations, a process, and a goal. A process can be seen in learners who have capability in preparing, applying, as well as assessing the learning process, whereas a goal refers to willingness of learners to be autonomous in learning. Moreover, motivation is associated with one of the dimensions of self-directed learning according to Garrison's model as cited in Song & Hill (2007). Song & Hill (2007) which also illustrated that learners who have a strong motivation to learn have a tendency to control and monitor themselves as individuals in order to achieve their learning outcomes.

In addition, self-assessment can be one of the pivotal factors that need to be considered. According to Andrade & Du (2007, P.160), self-assessment is "a process of formative assessment during which students reflect on and evaluate the quality of their work and their learning, judge the degree to which they reflect explicitly stated goals or criteria, identify strengths and weaknesses in their work, and revise accordingly". Based on this definition, when students are able to measure and assess their own learning progress, they understand their further needs to learn something in advance.

Self-assessment is also directly related to learners' autonomy because it may embolden them to be responsible and independent for their learning progress. When a student has a good self-assessment, he or she will be a process-oriented rather than result-oriented person, in which case he or she is able to focus on a learning process.

Several factors indicate whether self-assessment has already been good or poor in practice. Some of them are good, when a learner is able to use some related information from the other context in order to confirm his or her personal assessment specifically, whereas a poor self-assessment will use general judgments to justify the data or information, which are available (Boud, 1995, p.208-209 as cited in Spiller, 2012). Moreover, Boud (1995, p.208-209 as cited in Spiller, 2012) also stated that good practice in self-assessment can be found when "students are involved in establishing criteria" rather than "students are using criteria determined solely by others", and they "have a direct role in influencing the process" instead of "the process is imposed on them".

Furthermore, Song & Hill (2007, p.32) described the level of learner autonomy in which "a learning experience can range from an instructor lecturing 100% of the class time (no longer control) to a student taking charge of the learning process in an independent study experience (almost complete learner control)". Self-directed learning can be achieved after students become more autonomous in learning process. As has been noted by Hiemstra (1994), self-directed learning has association with some related concepts, such as self-planned learning, autonomous learning, autodidact (self-taught) learning, and self-education.

However, we as researchers doubt that adolescents in this period may not be able to deal with self-directed learning readiness. Because the term of self-directed learning is not only about the ability of individual to figure out his or her own needs, but also it demands one's capacity to evaluate those needs which have already been fulfilled afterwards. As an illustration, in self-defining leisure activities, adolescents can also deal with identity exploration and formation. According to Waterman (1990, 1993) as cited in Coatsworth et al. (2005), goal-directed behavior may come from adolescents' experiences in such particular kind of activities during their leisure time, and later their self-defining activities will reassure the formation of identity accordingly. In this period, adolescents are more interested in free rather than designated activities chosen by teachers. Students' autonomy seems to be more important in order to develop their personal identity based on their interests.

Once we understand that the autonomy of learners is freedom to select their own learning (learners totally study on their own), as well as to be responsible for and dependent on their interest, an autonomous learner has several particular characteristics instead of the previously

mentioned. For instance, they are able to assess, evaluate, manage, regulate, self-direct, and self-aware their own learning, intrinsically motivated, pro-active, constructive criticism, and further having the right and ability to govern their own learning direction (Benson & Voller, 1997).

2.1.4 Identity agents: contributions of social relationship to adolescents' identity positioning

The absence of agency in the learning process becomes a major concern of regular activities in the school. The school sometimes relies on the concept of play roles. Students as actors of this learning activities take their particular roles and start to play, for example, drama, or what Ropo (2009) called as a narrative learning. Actors allow switching from one orientation to others, and reflectively transform this orientation to action (Emirbayer & Mische, 1998). In this process of learning, students are expected to achieve their self-esteem. It is very important for adolescents to have enough beliefs and faith for continuing their involvement with the environment. We encourage that agency is not only about the conceptualization of people as independent agents but also as interpersonal agents of a larger group. Thereupon, the role of agency in identity development has to be considered in cultural and social contexts.

Howard (2000) and Côte (2006) argued that the young people would find their identity when they have interaction and relation with the others. Identity is not found by itself, but a person's identity will be acquired while in the community. Teens will be aware of their identity when they interact and react in a social society. Teens feel that they are part of society when they are entrusted to do something. SBP School supposed that the process is more important than the result. Teacher will help the students to explore their identity. Together with the teachers, they create programs that related to cognitive, affective, and psychomotor development.

Moreover, the activities will teach the students to be responsible for at least their own community. Harrell-Levy (2010) explained the relationship is important to build interaction and to provide the social feedback from the other people. Therefore, the teens can interpret their self-perception. It is one of the ways for the adolescence in constructing their confidences and beliefs. From the interaction, the adolescence can realize their leadership capability to affirm their identity in the society.

Based on the authors' observations and experiences, it is more effective when teachers and students gather to create what they will do to develop their future needs, and it will be good for the students to support themselves become critical people. According to Senge et al. (2012), a good relationship between teachers and students will give a good effect for students' academic

achievement and behavior. Teacher will provide services when they look at deficits and needs, and the students (as served people) become clients of the system. Given these points, Figure 1 shows the learner identity in adolescence in general concepts.

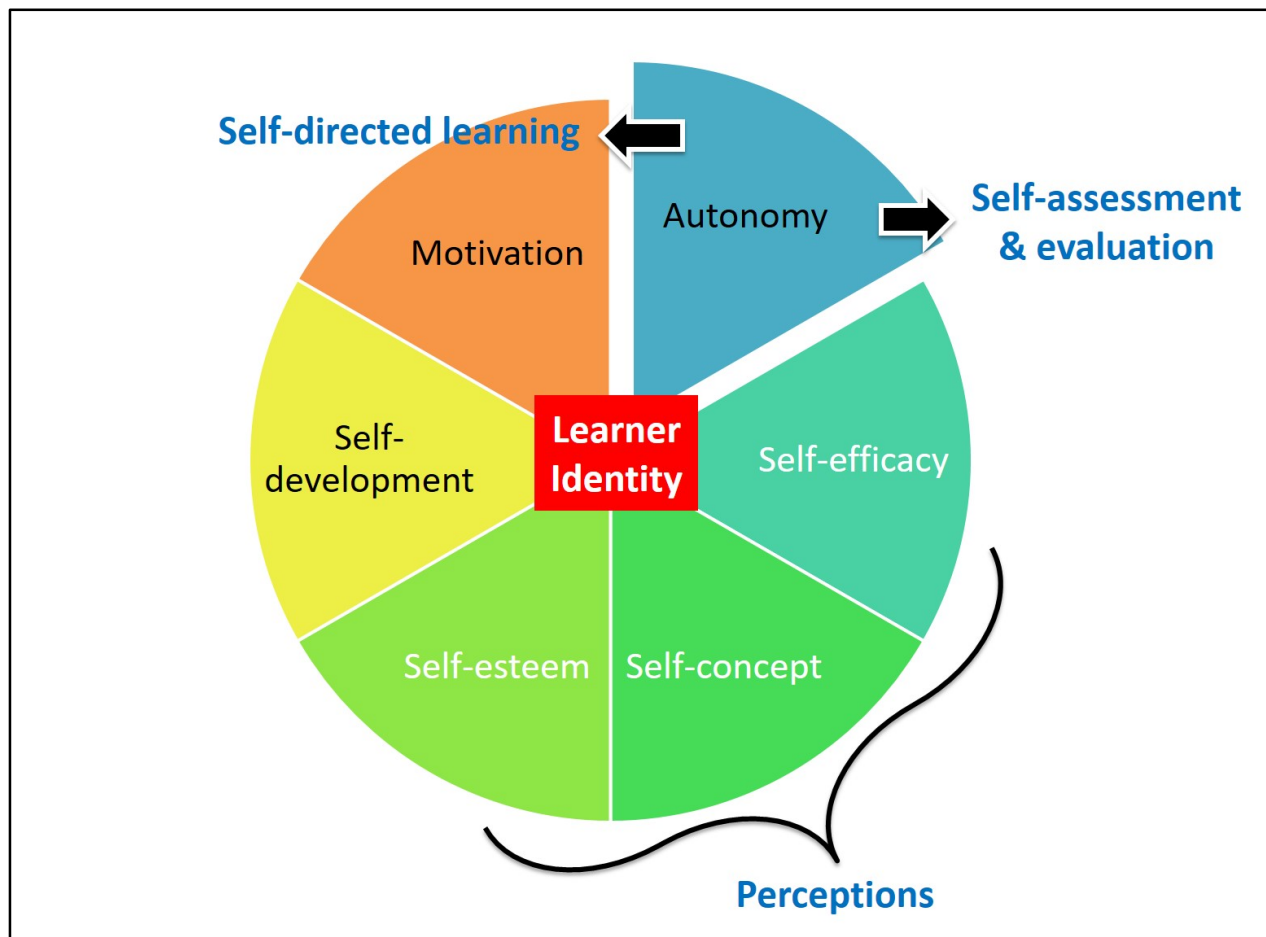


FIGURE 1. Learner identity in adolescence.

2.1.5 Adolescents' awareness towards their identity construction as learners

Prior to having their identity as learners, adolescents, in this case, secondary school students must be able to be self-aware and position themselves as learners, studying or learning therefore is their main responsibility to deal with. Self-awareness cannot easily be achieved by individuals who do not have willingness and desire to do something, and it is related to one's perceptions, such as self-efficacy and self-concept, then it constructs one's self-esteem accordingly. Talking about adolescents' awareness, it means we are further going to discuss about learner awareness through learning processes regarding how and why students want to learn (Choy et al., 2016). As Entwistle

& Peterson (2004) stated that students are conscious and aware when they fully participate in the learning process and later may bring them to have entire learning conception.

Learners' identity formation begins from the motive to learn whereby to be aware is a starting point. For this purpose, this study therefore is going to explore the adolescents' awareness level about their identity as learners qualitatively, and further to understand the different ways of experiencing their position as learners in the school. To be brief, Figure 2 illustrates the awareness level of learner's identity as adopted from Choy et al. (2015) and Choy et al. (2016). Choy et al. (2015) quantitatively measured these four levels of learner awareness in the previous study and they clarified that the levels are context driven and happened for all students without considering their academic achievement. In the context of survival, student's motivation to study may be derived from his or her surrounding people, or another external motivation such as for pursuing better future.

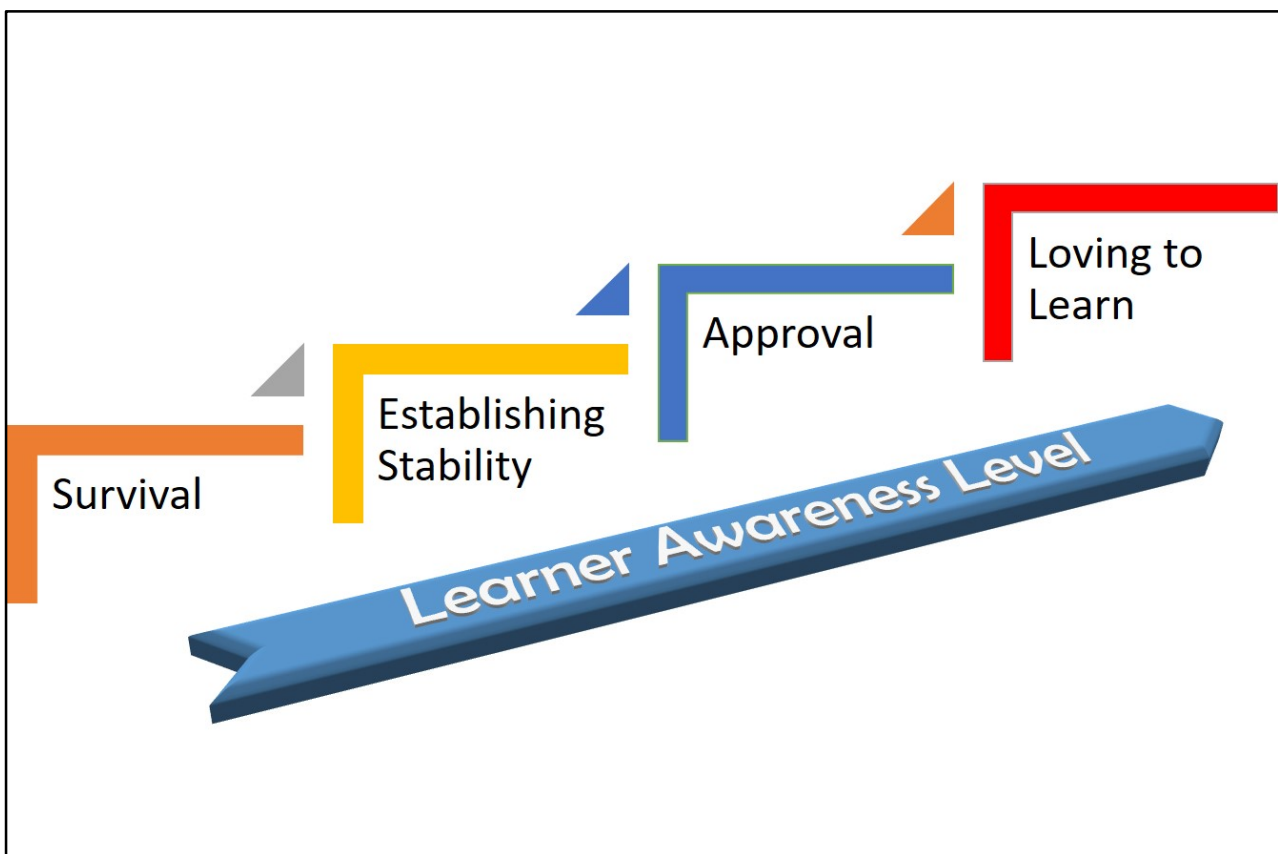


FIGURE 2. Learner awareness level (Choy et al., 2015; Choy et al., 2016).

Establishing stability term stands for students' willingness to deal with projected outcomes, for instance, to get a good job then they need to study. Furthermore, when they feel confident with

their ability in learning process, so that they study, it means the students are already in the approval level. Then, loving to learn is coming when they realize that study is important and interesting either for gaining new knowledge or for personal interests only.

2.2 Positioning theory

Identity formation can be explored from either personal actions or conversation, which occurs together with human interactions. When individual attempts to create interactions to others, then it can be understood as narratives. In this case, positioning theory explains personal narratives appropriately, it means the researchers have to be able to construct social reality into discursive discussion whereby a phenomenon from conversation can be claimed as positioning. Tirado & Galvez (2008) clearly stated that discourse represents a whole of social and dynamic interactions and multiple meaning, which can be constructed and transformed, rather than individual or personal action. Therefore, it is important to understand that positioning sense has potentially changed periodically.

Positioning theory (van Langenhove & Harré, 1999) is “the study of the nature, formation, influence, and ways of change of local systems of rights and duties as shared assumptions about them influence small-scale interactions.” Positioning theory is to be seen in contrast to the older framework of role theory, and the advent of positioning theory is a development of Vygotsky’s conception (Harré, 2004). In this study, positioning theory is related to the way adolescents positioned themselves as learners (determined position), so that they will perceive and understand learning activities from and through the position that they have. As cited in Tirado & Galvez (2008), positioning is “a term that refers to the actions in which competent people find themselves in and are bound by their interaction within a system of rights and responsibilities, of possibilities and nonsense”.

Adolescents who already know their position as students, they tend to be responsible for their own learning. Position in the social context means distribution; there are “I” and “other”. As recorded from Harré, et al. (2009) publication, positioning theory “concerned with revealing the explicit and implicit patterns of reasoning that are realized in the ways that people act towards others.” As an illustration, a teacher has the right to assist and guide their students in some particular approaches regarding students’ needs, but other people cannot (Harré, 2004).

2.3 Attachment theory

In adolescents' identity positioning, attachment from other people who close to them is important as well, in this case students may feel secure when those people are available to them whenever they need. For that purpose, attachment theory is needed in order to provide some adolescents in their development tasks regarding relationship for social as well as emotional development (Bowlby & Ainsworth, 1969).

When learners have a tendency to look for at least one caregiver, or motivator, or even facilitator that they trust whether she or he may be able to help them, then this attachment leads security, love, joy, and also can facilitate and motivate them to study for some particular cases. In contrast, without an attachment, let say an adult, adolescents tend to have anxiety and even depression. For instance, a healthy relationship of teachers and students encourages students to enhance their study progress, and later leading students to build their identity characteristics as learners.

Furthermore, attachment theory also stressed on the adolescents' experience to reassure what they need both present and in the future, by supporting from an adult (or in this cases a teacher), they will feel more confident about their choices and decisions. In addition, according to Bowlby & Ainsworth (1969), all human requires several aspects that will influence their emotional needs; they are attention, acceptance, appreciation, encouragement, affection, respect, support, comfort, approval, and security. Therefore, to achieve the formation of learners' identity, what teachers need is to provide those aspects along with the attachment to their students.

TABLE 2. Model of adult attachment (Riley, 2011).

		Model of Self (Dependence)	
		Positive (Low)	Negative (High)
Model of Other (Avoidance)	Positive (Low)	<i>Secure</i> Comfortable with intimacy and autonomy	<i>Preoccupied</i> Preoccupied with relationships
	Negative (High)	<i>Dismissing</i> Dismissing of intimacy Counter-dependent	<i>Fearful</i> Fearful of intimacy Socially avoidant

Attachment theory is “a psychological, evolutionary, and ethological theory concerning relationships between humans”. Four-quadrant model of adult attachment are adopted in this study, and according to Bartholomew (1990) and Bartholomew & Horowitz (1991), they are secure, preoccupied, dismissing, and fearful. Table 2 depicts model of adult attachment as cited in Riley (2011). These four models of attachment as cited in Riley (2011, p. 33-38) and Lewis (2006) can be described as follows:

The secure teacher's interest is mainly focused on understanding her students. The preoccupied teacher may appear to be inconsistent in her treatment of students, over valuing some and devaluing others. The dismissing teacher may be the type of teacher who tends to “stay on the case” of certain students, always catching them behaving badly and always failing to catch them doing well or being socially proactive. The fearful teacher experiences an increased sense of unworthiness when compared to the other attachment styles.

Hence, to be a secure teacher is very pivotal in order to provide students appropriate treatments, and later may encourage the teacher to increase students' learning awareness by creating good relationship between teacher and students properly. Accordingly, a secure teacher together with parents have potency to help students to understand their positions as learners. Students ultimately are motivated to achieve their goals as they want to be.

3 RESEARCH METHODOLOGY

In qualitative methodology, according to Guba & Lincoln (1994), numerous approaches can be applied to conduct a study or research. The common research traditions refer to several previous publications relating to qualitative approaches, specifically from Creswell (1998), Denzin and Lincoln (1994), Jacob (1987), Tesch (1990), and Wolcott (1982). The types of qualitative methodological traditions which have been proposed by Tesch (1990) emphasized on several research interests, for instance content and discourse analysis, ethnography, grounded theory, action research, phenomenography, hermeneutical research, and reflective phenomenology. As has been mentioned, this study applied a phenomenographic approach, and this chapter is an attempt to justify the methodology chosen.

3.1 *Determining the research approach*

As above, this study employed a phenomenographic approach, in which this approach is more dominant in diversity of the experience of the participants. As described by Gall, et al. (2007) and Yates, et al. (2012), the phenomenographic research prefers to collect the information from exploration of the factual events by the participants' experiences. This approach may be able to enhance our understanding about individuals in experiencing the phenomenon and encourages to increase the sensitivity of data analysis in order to improve current related practices. In addition to this, this approach correspondingly lets us shed light various phenomena itself (Yates, et al., 2012). This paper also mentioned that phenomenographic is able to associate someone' experiences with relevant theoretical framework and can describe those experiences appropriately (Yates, et al., 2012).

By way of contrast, many beginner researchers are confused between phenomenographic and phenomenology approach and it left an ongoing debate for them. One of famous studies by Larsson & Holmstrom (2007), they attempted to explain the differences between phenomenographic and phenomenology analysis by using the same dataset for each approach in health and well-being studies. For a particular case, the *examples from a study on anesthesiologists' work* as cited in Larsson & Holmstrom (2007),

"The results (of phenomenographic approach) demonstrate how differently anesthesiologists may see similar work situations, thereby possibly explaining why they act in different ways. In contrast, results from the phenomenological analysis describe the pre-reflective experience of being anesthesiologist and the essence of the profession." (p. 61)

This study demonstrates that we can use the same dataset to explore the phenomenon and the individual who experiences it, however, the contrast results may clearly be noticed. On one side, the phenomenographic approach emphasized on studying the different views of understanding of the work, meanwhile to understand the essence of being someone is yielded from the phenomenology study. Regardless their ontology and epistemology, Table 3 displays the differences of phenomenographic and phenomenology approaches as cited in Barnard et al. (1999).

TABLE 3. The differences of phenomenographic and phenomenology approaches.

No.	Phenomenographic	Phenomenology
1	The structure and meaning of a phenomenon as experienced can be found in pre-reflective and conceptual thought.	A division is claimed between pre-reflective experience and conceptual thought.
2	The aim is to describe variation in understanding from a perspective that views ways of experiencing phenomena as closed but not finite.	The aim is to clarify experiential foundations in the form of a singular essence.
3	An emphasis on collective meaning.	An emphasis on individual experience.
4	A second-order perspective in which experience remains at the descriptive level of participants' understanding, and research is presented in a distinctive, empirical manner.	A first-order perspective.
5	Analysis leads to the identification of conceptions and outcome space.	Analysis leads to the identification of meaning units.

3.1.1 The phenomenographic research approach

In this study, the data were gathered from the interviews as well as observations of students in SBP School. According to Yates, et al. (2012), the phenomenographic approach is the research conducted with purpose of assessing and exploring of information based on various experiences of

participants. This approach is normally carried out by doing in-depth interviews of the participants. Hence, the focus of this approach is to explore how the relations between phenomena and experiences of the participants or their environments.

According to Ashworth & Lucas (2000), Dall'Alba (1996), and Marton (1986, 1996) as cited in Yates, et al. (2012), the best-suited method which can be employed in phenomenographic study is direct (face-to-face) interviews. Not to mention it can be supported by other qualitative methods, for instance, group discussion, observation, narrative analysis, and written projects as offered by Edwards (2007). Either our study emphasized on collective information from individual experiences or how it was experienced during learning and teaching activities in the school. Therefore, the open-ended interview questions have tendencies to guide the participants to answer based on their interests freely.

In brief, the data gathered for this study were obtained from observations, including classroom observation, peer-observation, and self-report. Additionally, focus group discussion was also done to understand group dynamics of participants instead of personal interviews. To get data triangulation in order to support main participants' (students') interviews, this study also interviewed their base class teacher, subject teachers, dormitory teacher, vice principal of student affairs, school principal, and some representative parents. The purpose of teachers' interviews was to confirm the data that we obtained from student participants. The information about students' conditions from the teachers was also used to select the other prospective participants associating with the recommended snowballing approach. We used the students' interviews for our primary data, meanwhile the other supported interviews as our secondary data, to ensure informants' information that we obtained previously. Likewise, the other methods that we employed together with interviews (i.e. classroom observation, peer-observation, self-report, and focus group discussion) were occupied systematically to interpret our findings accordingly.

3.1.2 Research design

This research was done by observing students' activities both in the classroom and in the dormitory, since some of our participants are registered as boarding students. Our focus was on how they took part and acted in the classroom as learners during learning/teaching and their roles in the dormitory activities. More specifically, observations took place both in the classroom and in the dormitory, and this activity took around 15-20 minutes (in the beginning of lesson started) for each observation, depending on students' best time to have good concentration during learning activities. We divided our observations into four main stages; first, we did observations for all students in the

selected classroom around five times without video-taping (field notes only). Similar to the first stage, we did observation in the second stage around five times with field notes and videotaping. Then, from these two stages of observations, we selected our student participants, based on criteria proposed in Section 3.2, for interview, and then we did third stage observations for those chosen student participants 15 times (once for each participant). To increase our data validity, another observation was needed, and in the fourth stage, the observations were conducted after getting participants' information about their favorite subjects, and we therefore observed our participants when they were dealing with their favorite subjects in the classroom during learning/teaching activities.

Instead of observation, the interviews were conducted based on interview protocols. In interview sessions, interviewers must ensure that students have an appropriate condition during the interview to avoid biased answers from the students and the other influences from external factors. The interviews were conducted in the school library, in the dormitory office, and in the dormitory principal's house. These three places were selected because they have conducive environments, which are best suited in order to allow students to speak freely. Furthermore, boarding students preferred to have interviews at night, hence, it forced the researchers to choose the dormitory principal's house in order to provide a safe and comfortable place (research ethics) for participants regarding the informed consent that we already offered to them at the beginning of this study. The researchers spent around 45 minutes for interview sessions, however, some of interviews consumed more or less than 45 minutes. Overall, the interviews took from 20 to 60 minutes for each participant. Both researchers conducted the interviews, Ratna acted as an interviewer, and Nurhayati had role as an observer and a note-taker (with recording session), or vice versa.

Considering the research objectives, purposeful sampling was applied in this study, so that the researchers could gain an in-depth exploration and understanding from potential informants/participants based on the inquiry of topic research. According to Yates, et al. (2012), based on the previous study by Akerlind (2005), Booth (1997), Francis (1996), and Marton (1986), the recruitment of research participants in the phenomenographic study is normally determined by particular phenomena, which are studied, rather than random informants, because they are more appropriate to gaining the information that researchers need.

3.2 Methods and recruitment of participants

This is an initial study conducted to explore how adolescents act towards their identity as learners in SBP School. The study was divided into two stages, whereby in the first stage, the researchers

collected data from seven participants, and due to insufficient data obtained, the research then was continued to the second stage with next eight participants. Further, as earlier mentioned in chapter one, to have a small number of informants or participants is normally accepted in social science in order to engage in a close relationship between researchers and participants and then lead the researchers to acquire in-depth information in relation to research problems (Flick, 2002 as cited in Crouch & McKenzie, 2006). According to Bonde (2013), a small number of participants or informants are sufficient when the results are supported by other qualitative data, for example, observations, focus group discussion, or any supplemented written documents.

The participants in this study were students of SBP School at 11th grade of senior high school level, teachers, and parents. People having similar or distinct characteristics, attitudes, and experiences associated with inquiry phenomena can be selected as target audiences (Bonde, 2013). Data collection therefore was obtained from students with several designated criteria. The criteria of the participants were as follows:

1. The first batch of students who are currently studying at senior high school level. They have joined the SBP School since elementary school and continued their studies until now as boarding students.
2. The non-boarding and boarding school students who just joined the school in recent years.
3. The students who were proposed and recommended by their teachers or school principal (informants' snowballing).

The selection and recruitment of participants were based on previous criteria mentioned. In order to maximize validity of findings, the data collection process involved data triangulation, method triangulation, and theoretical triangulation. Instead of naturalistic observation, audio/video-recording of events (observations) and interviews, focus-group discussion (FGD), self-report, and peer observation, the data was also gathered from supporting documents (their mid-test report). Also, this study was not focused on adolescents' development only, but it attempted to develop the insights of educational theory, research, and practice, and more specifically we used positioning and attachment theories.

We used various ways to collect the data in order to make sure about student participants' information and conditions prior to doing the interviews. Naturalistic (without recording) observation was conducted to know about student participants' attitudes or actions without bothering them during learning/teaching activities, whereas recorded observation was conducted to see either students' behavior or activities in minutes without missing one single event that they did. Moreover, the other observation approaches that were done are FGD and peer observation. The

purpose of FGD was to observe the dynamics of students' actions in a group in dealing with certain given topics by the researchers. Meanwhile, peer observation was directed in order to obtain more information about participants' learning attitudes based on their friends' (peers') perceptions.

The most important part regarding data gathering in this study was student participants' interviews. The data that we got from interviews were used to understand students' identity positioning by asking them directly during interview sessions. On the other hand, we also provided self-report sheets to help participants who have difficulties to verbalize or explore about themselves when we did face-to-face interviews.

3.2.1 Ethics statement

Ethics approval to conduct this study included informed consent procedures obtained from Ethics Approval Committee of School Education, University of Tampere. Prior to examining the study, this ethics approval was offered to shortlist informants who voluntarily participate and they were informed that they are able to withdraw their given information from this research at any time. The signed consent form was returned to researchers, and we must assure participants' confidentiality. Moreover, the interview topic guide was also shared to participants prior to conducting a semi-structured interview.

3.2.2 Methods of data collection

In this section, the methods employed to conduct this study will be discussed. In the phenomenographic research approach, the researchers have to focus on how the adolescents, in this case secondary school students, experienced the reality by themselves, particularly, the way they express themselves in the relating aspects to this study.

The overall research was conducted from 10 August 2016 to 11 October 2016 in Sukma Bangsa Pidie (SBP) School. We first did classroom observation confidentially prior to interviewing the participants in order to acquire the factual data from them. Actually, the same shortlisted student participants were followed up all the time starting from observations until the last stage of data gathering in this research. Afterwards, we asked their peers to do a secret observation within 2-3 days for each participant, and after this, the participants were interviewed personally and let them write some reports about themselves as learners (self-report). At the same time, we did interviews with their teachers and parents simultaneously and conducted focus group discussion by the end of

interview sessions. All students (35 people) were involved in FGD, however, we observed only 15 student participants in our research. We therefore separated those 15 participants into four groups together with the rest students in that class.

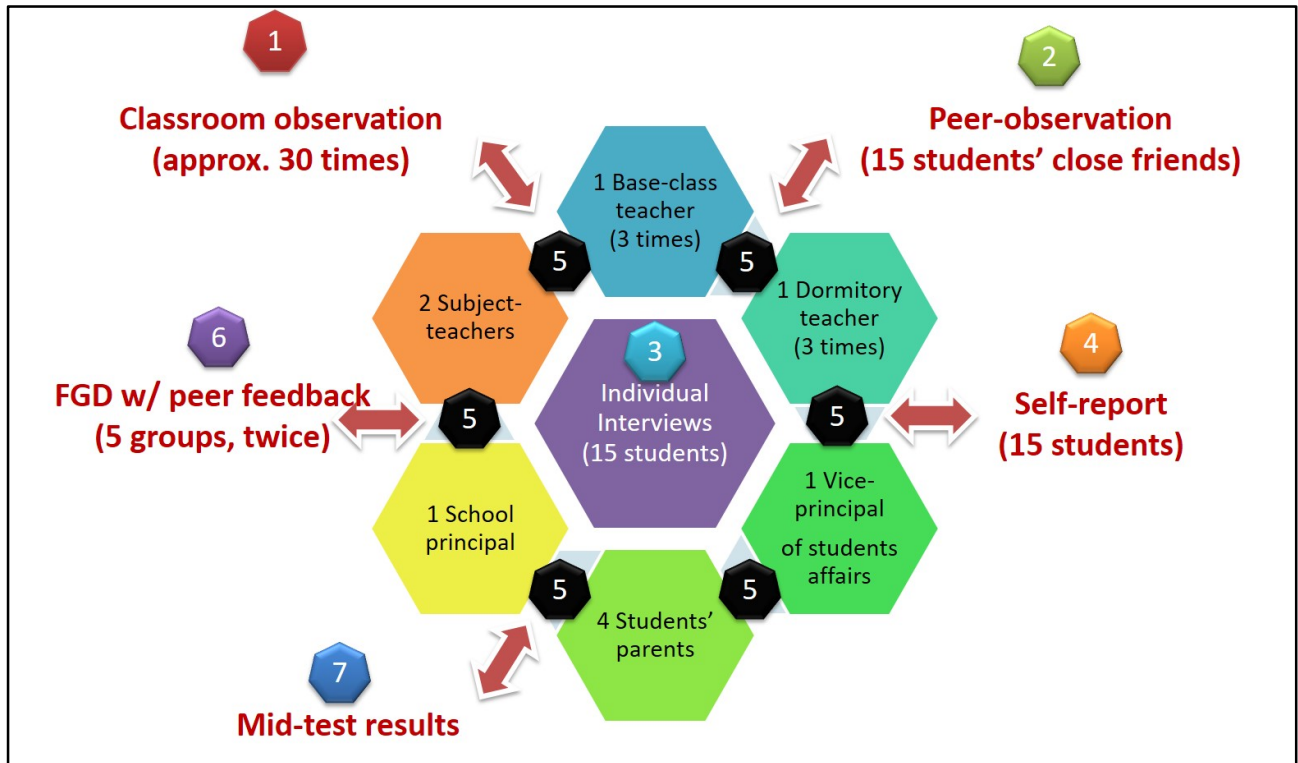


FIGURE 3. Overall data gathering stages.

The interviews were used as primary data, whereas the observations would support this study as secondary data to ensure the validity and reliability of the data gathered. All interview sessions were recorded and transcribed into written transcripts (verbatim). In addition, participants were given the opportunity to review the transcripts of their interview results, yet they did not use this chance accordingly. Instead of these two methods, according to Larsson & Holmstrom (2007), data collection for this research approach could be simply gathered by using open-ended interviews to encourage participants provide superficial information about their experiences with tangible descriptions and examples. Figure 3 attempts to summarize data gathering stages in this study.

3.2.3 Data analysis

In this study, the data analysis was derived from the interpretation of researchers towards the data obtained. Yates, et al. (2012) clearly stated “the process of analysis and the outcomes the process

produces are constituted through the relationship between the researcher and the data (p.104)”. Many previous publications suggested the data analysis approaches applied in the phenomenographic study, Marton, Carlsson, & Halasz (1992), then Saljo (1997) as cited in Yates, et al. (2012) described that there are several stages that should be passed prior to analyzing the obtained data, first was to getting immerse or to be familiar with the whole data to gain a deep understanding, then secondly continued to focus on which concepts or patterns are researched in the study.

After all, we needed to identify all required data to be sorted based on similarity and distinction. Categorizing all those data was absolutely required to ease researchers in connecting the data, after which they would eventually be able to corroborate the findings. In addition to this, the data for this study is better to be analyzed by more than one person (Larsson & Holmstrom, 2007), such as in this study, Ratna and Nurhayati attempted to conduct the analysis together by acting as a co-reader and a reader, respectively. Altogether, there are several stages that have been done to analyze the obtained data in this study as adopted from Creswell (2012) and Dey (2005). The whole data processing for this thesis was documented using Microsoft Excel. Figure 4 summarizes data analysis stages of this research.

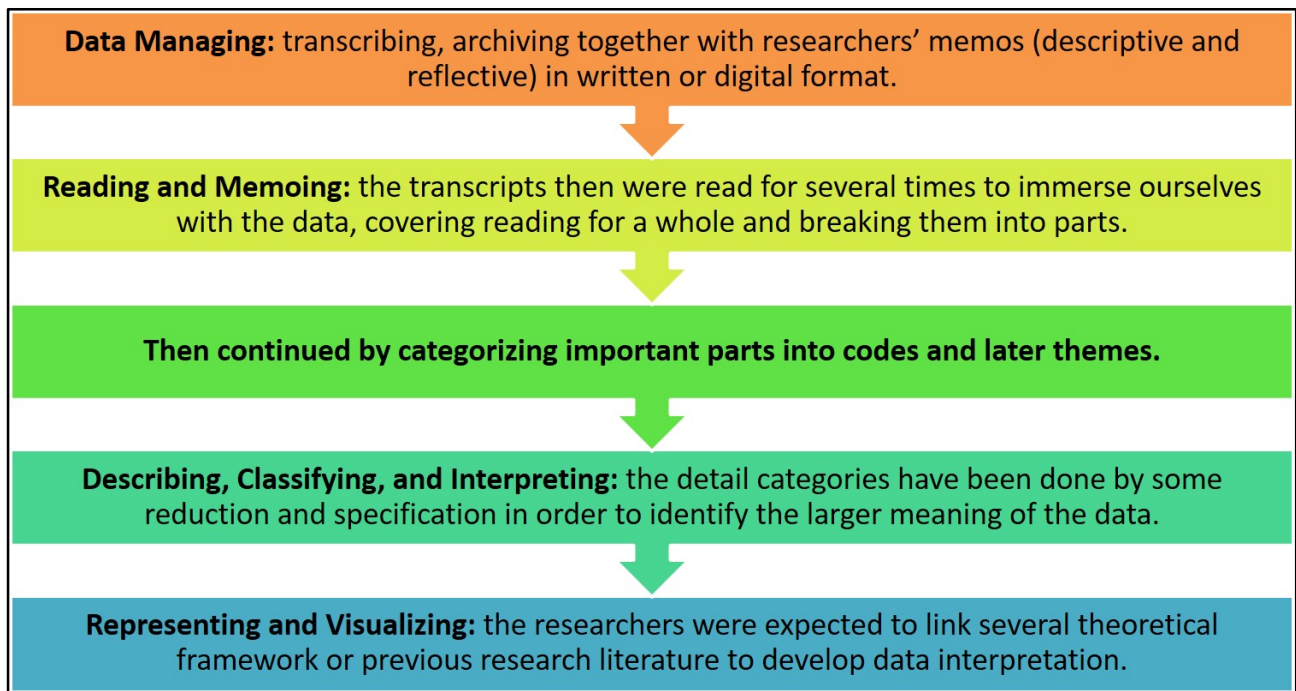


FIGURE 4. Data analysis stages.

4 RESULTS AND DISCUSSION

This study is questioning how different ways of adolescents construct their learner identity in SBP School, their awareness level regarding their identity as learners, and how they experience their positions as learners based on both identity formation and awareness level in the school. As we previously mentioned that adolescents have a tendency to explore their potentials, as well as to develop their emotions in this period, whereby we concur that educational system of a school will influence their identity formation as learners.

To accommodate these purposes, this study is attempting to understand the outcome space of adolescents' identity positioning as learners through a phenomenographic approach. Prior to determining several key points of the essence of this phenomenon, we are going to discuss some descriptive categories based on the results of this study. To put it clearly, the findings of this research then is to present the different ways adolescents in experiencing the phenomenon by categorizing the nature of experiences into a set of hierarchy key concepts as suggested by Akerlind (2005).

4.1 Descriptive categories

The descriptions of categories are presented to respond all research questions that were previously given. Figure 5 demonstrates the tentative outcome space of this study. We emphasize on both learner identity and awareness that affect adolescents' identity formation as also consulted from previous studies (APA, 2002; Byrne, 1984; Bong & Skaalvik, 2003; Schunk, 1991; Adamson, Hartman & Lyxell, 1999; Andrade and Du, 2007; Spiller, 2012; Bandura and Adams, 1977; Matthews, Banerjee & Lauermann, 2014; Harrison, 1978; Song & Hill, 2007; Hiemstra, 1994; Choy et al., 2015; Choy et al., 2016). Our first assumption is learner identity will be constructed from adolescents' motivation and self-perceptions and later may encourage their awareness as learners at a certain point. In positioning themselves as learners, adolescents experience such different ways over the time, which are influenced by their surroundings instead of individuals themselves.

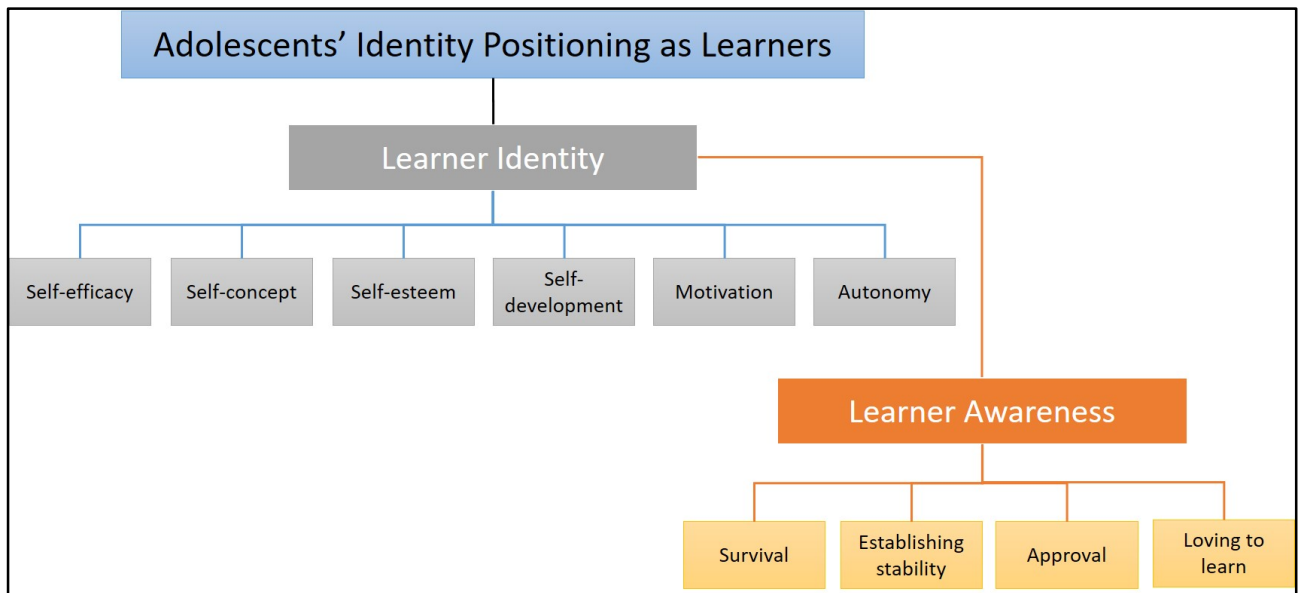


FIGURE 5. The tentative outcome space of adolescents' identity positioning as learners.

Table 4 shows the descriptions of key concepts used in this study, further the learner identity and awareness level suggested in this study are described as follows:

A. Learner identity

1. Self-efficacy
2. Self-concept
3. Self-esteem
4. Self-development
5. Motivation
6. Autonomy

B. Learner awareness level

1. Survival
2. Establishing stability
3. Approval
4. Loving to learn

Learner identity can be clearly defined as “the individual’s sense of recognition as a learner based on the constantly re-constructed meanings about herself as a learner with a higher or lower level of disposition and capacity to learn in different kinds of contexts and situations” (Falsafi, 2010, p. 94). Meanwhile, learner awareness is concretely understood as how “students describe them as

being related to their motive to learn and the strategies used, hence their overall experience” (Choy et al., 2016, p. 94). The findings of this study relating to the different ways adolescents construct their learner identity and awareness further is discussed in the next subheadings.

TABLE 4. Key concepts used in this research.

Categories	Descriptions
<i>A. Learner identity</i> (Bandura, 1977; Baumeister, 1999; Fredricks, et al., 2004; Maehr & Meyer, 2004; Reeve, 2006; Holec, 1979)	
Self-efficacy	Learners are able to perceive their effort, intended to face obstacles, anxiety, and defensive behavior.
Self-concept	Learners can build or at least to recognize their own belief about themselves including personal attributes, who, and what the self is (learners’ ideas about themselves).
Self-esteem	Learners understand the way they evaluate themselves, and at this point learners are expected to present broadest self-evaluation.
Self-development	Learners are able to develop and be responsible for both their own and other people learning (agency) with taking account on assessment process as well as reflection.
Motivation	Learners indicate a state that energizes, directs, and sustains behavior.
Autonomy	Learners are independent in deciding their own learning instead of to be dependent on the teachers or parents.
<i>B. Learner awareness</i> (Choy et al., 2016, p. 97)	
Survival	This level represents learner’s fear of authority and fulfilling a need that they have toward learning.
Establishing stability	This level is about striving to achieve and having no choice, which is reflective of actions that they can take at this level.
Approval	This level refers to reflective of the actions they would carry out to meet the approval of others.
Loving to learn	This level is used to describe an individual’s motivation to acquire new skills and build on existing knowledge.

4.2 Learner identity

Recently, the concept of identity for students, particularly adolescents, becomes more popular in the educational research regarding the urgency for educational stakeholders (i.e. teachers, schools, parents) to deal with the phenomenon that frequently occurs. In their period, adolescents are extremely overcoming complicated problems due to their identity confusion. We credited that either to position or to be positioned themselves (adolescents) as learners plays a pivotal factor in shaping learner identity and affects their willingness to study, emotional experiences, academic attitude whether to be success or failure, anxiety, and later their awareness to be involved in learning environment.

Therefore, in this study, several main experiences observed from student participants are proposed in the following aspects:

1. Adolescents' willingness to study
2. Adolescents' emotional experiences
3. Adolescents' confidence
4. Adolescents' cognitive ability
5. Adult (parents and teachers) attachment

These five aspects then will be indicators for the researchers to assess each item of both learner identity and awareness in terms of the different ways adolescents experienced their positions as learners in the school.

4.2.1 Self-efficacy

The research was conducted by interviewing 15 student participants (7 males and 8 females) to explore and understand their experiences in positioning themselves as learners through an identity formation process. In terms of their willingness to study, most students had high self-efficacy by giving their efforts to study. For some, they showed hard work, had sense of accomplishment, and were confident with their own ability. These excerpts exemplify a highly self-efficacious student,

"I see myself, eum, I see myself, I see myself as an industrious learner, I don't want to easily give up before getting what I want to know."

"Every weekend I normally do independent learning, such as looking for additional knowledge from internet (...)"

"(...) then I study here, study and study (...) for my best future, then I got good remarks in this school, to study in the university later (...)"

(S4 Interview, 15 August 2016)

Besides, only a few students exhibited low self-efficacy towards their learning approach, as these excerpts,

“(...) eum, if the school provides a book, then I will learn from that book only (...)” (S10 Interview, 06 October 2016)

“(...) I do the tasks (...) but in case I can't deal with it anymore (...) I will finish it at school in the morning (...) take my friends' works (laughs) yes, I move their works to my book (...) but rarely happen (...)” (S17 Interview, 19 September 2016)

We realize that self-efficacy refers to students' perceptions about themselves and could be concretely observed from their speech as well as acts. Starting from the motives or goals that they had prior to giving attention in learning activities, S4 mentioned that he studied to pursue his best future in the university by obtaining good remarks in the high school. Furthermore, motivation and self-efficacy are solely intertwined, Ryan & Deci (2000) also emphasized it in the theory of self-determination that motivation contributed to achieve learners' self-efficacy.

On the contrary, low self-efficacious students exhibited lower motivation to study as we could find from S10 interview, she studied when the book was provided by the school only. Compared to the previous excerpt from S4, he claimed that even in the weekend he did independent learning by searching some materials from the internet. The worse one was admitted by another student, she did not really persist to study when she could not deal anymore with the tasks given, and she easily gave up by expecting her friends' works that have already done. We accept that her case was normally happening especially for students in adolescence period, in case of they still need others to assist either from peers or from adults. To put it briefly, self-efficacy may not be assessed only by students' willingness to study, but also from the ways they perceive and predict their ability (level of confidence).

With this in mind, the previous study from Zimmerman (2000) also stressed that learners with high self-efficacy are able to persist learning longer than the low ones, they have no doubt of their capabilities by showing their confidence in learning activities as well. The following excerpts display that the other students also expressed the similar thoughts regardless his/her cognitive abilities, he/she however exhibited his/her confidence in particular subjects,

“Confident... confident... (...) when an English teacher teaches us, I am the one who is very dominant to speak with the teacher by using English, though later I make mistake and the teacher is trying to fix it” (S13 Interview, 06 October 2016)

“(...) for example mathematics exercises, I am very confident with myself, I try to solve it, in case I can't solve it, I will ask the teacher (...) the teacher then explains a little bit, then I try again until succeed” (S14 Interview, 06 October 2016)

The first excerpt emphasized that a student with high self-efficacy was also able to convince herself about her standard ability in English. She understood that her English was not good enough, however she tried her best by expecting the teacher would attempt to resolve it for her. Another student (S14) also showed his confidence in mathematics subject in the similar way to S13. Notwithstanding highly self-efficacious students were dominant in this school in terms of their confidence of the ability, some students (but not many) were still in the average level of self-efficacy, we can say it “fair” for such a school community.

“Eum, this... I for example, eum, this teacher, not confident with my ability... I believe that I have already mastered particular lessons, but I'm not really confident with myself, eum, eum, in front of class... I'm not confident” (S2 Interview, 07 October 2016)

“Not yet... I'm not confident with myself in case of there is no support from others, I'm not really confident” (S8 Interview, 06 October 2016)

What we noticed here is the students actually already became proficient at some lessons or were able to solve the problems given by the teachers, but in fact, they still feel less confident with their own capability, and need other people supports. We understood that this is not typically happened without any reasons, for instance, one of them exhibited her anxiety to be in front of class or other people. We then coincide to involve adolescents' emotional learning experiences in order to assess self-efficacy accurately.

The relationship between students and teachers (sometimes students' parents) is considered having association with students' emotional learning experiences. Previous study confirmed that emotions have a tendency to enhance the ways people think and self-regulate their learning that later lead academic attitude effectively (Mayer & Salovey, 1997 and Salovey & Mayer, 1990 as cited in Rivers & Brackett, 2008).

Another study from Elias et al. (1997) as cited in Rivers & Brackett (2008, p. 4) described the social and emotional learning (SEL) as “the process of integrating thinking, and behaving in order to become aware of the self and of others, make responsible decisions, and manage one's own behaviors and those of others”. This definition demonstrates the important role of SEL in students' academic attitude. This term has the exceptional position (an independent aspect) from the previous adolescents' experiences (willingness to study and level of confidence) in

constructing their identity as learners. In line with this, we suppose that adults' attachment is needed in order to maintain and guide them to the best-suited directions or goals.

The findings from this study presented that students with high and fair self-efficacy dealt with various emotional experiences toward their learning approach. The following excerpts provide the examples of students' emotions.

"Depend, if I'm in a good mood, I'm diligent... If I'm lazy, yes sometimes... eum, yes... but, eum, I'm not so lazy as well, I'm sometimes also diligent." (S10 Interview, 06 October 2016)

"If possible I will maintain my spirit, study motivation, if I'm myself a moody person, if possible I will look for support from others... external motivation, from other people, from teachers, from parents, yes like that... so don't want to decrease my motivation." (S11 Interview, 06 October 2016)

In addition, from the next interview, S11 also mentioned about her achievement satisfactory,

"Actually I'm not satisfied yet, because of my mood." (S11 Interview, 06 October 2016)

These three excerpts demonstrated that emotional situation (i.e. mood) influenced students' self-efficacy. Dealing with this problem, supports and motivation from other people is compulsory, they may be their friends, teachers, or even parents. S11 claimed that she needs external motivation to maintain her willingness to study in case of she was not in good emotions. To accommodate this issue, we then included adult attachment to aid adolescents in shaping their learner identity through emotional development, as we understood that adolescents-adults' relationships later may affect their self-concept as well as self-esteem.

Not only did student participants express whether they have good perceptions about teachers and parents' involvement, but also adults sometimes were not much value for their learning process.

"(...) if available, a teacher must be the one who has humor, eum, then the teacher is slow, eum, how to say... if he/she speaks not like train's velocity, slowly, then not to try to achieve the designated lesson materials very fast, that's all." (S6 Interview, 18 August 2016)

"Teacher's attention..." (S1 Interview, 06 October 2016)

From the above excerpts, it could be clearly assumed that students actually need teacher's understanding about what they really need to support their learning goals, but sometimes we found that the teacher was not able to employ her/his pedagogical ability to help the students. Using

students' reflections about learning activities may be one of the solutions offered by the researchers instead of teachers' own assessments.

Another claim was addressed by S1, when we asked to explain about what he really needs to support his study, and then he obviously stated that teacher's attention is very important for him to engage in learning difficulties. Sometimes, we also observed that teacher's fairness became another problem for some students in case of the teacher is not available for them when they face difficulties. Moreover, this issue will be raised later in adolescents' self-esteem section.

In order to complete these study findings regarding the different ways adolescents experienced their position as learners, we added another indicator, so-called cognitive ability. Students' cognitive suited an independent aspect in constructing their learner identity. We indicated that every student has different level of learning engagement capability, so that teachers are not expected to judge whether some students are smart, and the rest is not. It encourages shaping fixed learning identity as discussed by Kolb & Kolb (2009). Their study about the concept of learning identity suggested that it was prohibited for a teacher to go straightforward on students' ability evaluation without any preliminary helps and supports from him/her regarding their learning problems. Because students who perceive themselves as the incapable ones will not be aware of themselves as learners at all in case of having "fixed" views about themselves and this problem further decreases their self-efficacy accordingly. By way of example,

"(...) I bought final exam book practice, then I tried to study and solved the problems given... and I noticed the score that I got was still not satisfied and I tried again... I need to study much harder" (S3 Interview, 19 September 2016)

"(...) I have ever felt that, when I got bad score, then I thought, I don't want to do the same thing in the future, must be higher than my friend's... and I really want to be a smart student" (S9 Interview, 06 October 2016)

These two excerpts from different students illustrated that some of them ever had trouble in study, however they seemed to want to improve their ability for good with showing high self-efficacy though they detected that the existing performances or abilities were not sufficient yet. More specifically, the second student also expressed his efforts to deal with his difficulties when he felt down and wanted to give up. In this case, internal and external motivations are considered as the most important factor in order to maintain their willingness to study and later to encourage positive perceptions about self-efficacy. Although cognitive ability stands as an independent aspect, we presumed that the other experience indicators (willingness to study, emotions, level of confidence, and adult attachment) would influence in improving students' cognitive performances accordingly.

4.2.2 Self-concept

As cited in Schunk (1991, p. 207), self-concept and self-efficacy differentiate in terms of specific assessment of the context in performing a particular task, whereby self-concept may be concretely defined as “an individual’s judgment of his or her capabilities to perform given actions”. Pajares (1996) also emphasized that self-concept refers to the assessment of broader context rather than specific task as represented by self-efficacy.

Regarding adolescents’ willingness to study, the findings exhibited that there were various levels of self-concept obtained in the way students judged and expressed themselves toward learning approaches. The range of variation of experiences covered low, fair, and high self-concepts; it can be clearly seen by the following excerpts,

“But... to be honest, I... a bit lazy to review the lessons... (laughs)... (...) then... eum, for example I’m afraid, because for example I can’t deal with the assignments given, then no one will help... like that... I think... In fact not, most people here will help me (...) this... easy... easy to give up” (S9 Interview, 06 October 2016)

“(...) my ability now is just so-so (...) I have many friends are smarter than me, eum... I don’t want to be a smart student, I also don’t want to be a stupid one, I... (laughs)... I want to be a standard [ability] student.” (S7 Interview, 19 September 2016)

“(...) I’m in language department now, I’m happy there, previous time when I was assigned in that department, I was not happy, but now I love to speak English, like that, but now my motivation much increases to learn English, when I was asked to be a leader in language department, I immediately took it” (S13 Interview, 06 October 2016)

The first student’s experience demonstrated that he had a bad existing concept about himself whether he would not be able to deal with his difficulties in learning when teachers asked him to do some particular assignments without getting helps from his friends. This perception encouraged him to be unintended to review the lessons, as well as not to give his efforts accordingly; consequently, his willingness to study was affected by his previous self-concept. Fortunately, he realized that he was actually able to reinforce himself in learning activities by expecting aids from his friends.

On the other hand, the second student showed a fair self-concept in terms of his willingness to study. He did not want to force himself to study hard and he emphasized that to be a stupid student is not his expectation as well. Dealing with this issue, we intended that he is kind of an “easy going” student. In case of he was able to accomplish the designated goals and achievements,

which is more than enough for him. Moreover, the last excerpt exhibited a student with very positive self-concept about herself. What we noted here is she was not good at English in the previous time, but she recently demonstrated her proficient at English speaking due to her high self-concept. She believed that she is now able to prove her good performance in English, and then she happily chose to be a leader in language department of the school without any hesitates.

In forming learner identity, one's self-concept gives a pivotal role to students' learning performance in case of the perception of themselves affects their learning. The previous research showed that there was a significant association of self-concept with academic performance persistently, and a high self-concept encourages students to have good feelings about their abilities and competencies to enhance successful achievement (Khor, n.d.).

By the same token, emotional experiences of adolescents in shaping their self-concept will be discussed as well. What we found here is in their adolescence period, the emotions contributed much more than the other experiences to their self-concept formation towards learning attitude. As the following excerpts, it can be clearly seen that there are numerous different perceptions expressed by student participants.

"If I study, I complain too much (...) eum, when I can't deal with it... I'm continuously complaining (...) eum, for example, when my friends say, please don't complain too much, eum... then, I must be confident... no... not to be easy of complaining something, I mean, a lot..." (S2 Interview, 07 October 2016)

"How to say... I'm a fussy person... eum, I love to make a joke, but when I'm serious, I don't like to be bothered by others." (S17 Interview, 19 September 2016)

"[when the researchers asked about study motivation] in my opinion, I don't know yet... but if I can say, I'm in the middle, neither bad nor good." (S13 Interview, 06 October 2016)

"If... my learning style is not rude, I don't like to be snapped by teachers, -please do this task!!!- I feel nervous and scared (...) eum, I'm afraid to be asked by teachers, for example, is asked to memorize something, I'm afraid that I can't answer it, they feel ashamed, because I have ever had that experience once in my previous school, the teacher asked me, then I was shy because I couldn't answer" (S9 Interview, 06 October 2016)

The first student's experience exhibited that her emotion influenced her learning attitude continuously. She had thought that she was not able to deal with learning difficulties and consequently encouraged her not to stop complaining about her limited cognitive ability although she was not sure about her real capability yet, but the judgment was made in advance. In self-

concept formation, when individuals have negative perceptions about themselves, then their emotional well-being will contribute to academic success (Wright, 2011).

In addition, to moderate this issue, peers, teachers, and parents play very important roles, as we understood that self-concept was shaped and created by one's experiences integrated with the environment (Shavelson, et al., 1976 as cited in Wright, 2011). The positive integration from environment may help adolescents to maintain their emotions and acts in an appropriate way instead of the ignorance from others.

Another higher level of self-concept was demonstrated by the second student's excerpt above. In her case, she mentioned that she was kind of fussy and humorous person, however she had tendency to survive with her identity in maintaining her position as a learner who need to study in a certain time in order to reach her goals or accomplishment.

Additionally, the third excerpt displayed the student with fair self-concept. She attempted to position herself as a standard person in terms of study motivation that she already had. In consequence, what we already observed during her learning activities, she had a good deal with her academic attitudes without depending on the other people or environment.

The last excerpt displayed above shows the student who absolutely had negative self-concept. We discern that his recent self-concept might come from his previous environment influences (in this case his previous school community and environment), as he mentioned that he was scared by the teachers and felt ashamed when he could not answer for such kinds of assignments given. He also emphasized whether he did not like to be forced by the teachers, this is related to his lower cognitive ability as well. What we can observed that he needs other helps to tackle his learning difficulties, it means the teacher is one of them. Actually, we also concord that the teacher is expected to understand what every student needs towards their learning problems particularly in the school context. According to Harter (1999) as cited in Manning (2007),

“As students transition from middle level to high school, their self-concept gradually grows”, and as a result “increasing freedom allows adolescents greater opportunities to participate in activities in which they are competent, and increased perspective-taking abilities enable them to garner more support from others by having more socially acceptable ways.” (p. 11)

We therefore suggest that both teachers and schools must be able to accommodate, accept, support, and aid students as they are appropriately by enhancing their freedoms and opportunities in deciding their learning approach.

As a matter of fact, level of confidence of adolescents about themselves also affects their self-concepts accordingly. These two following students' experiences will help readers to understand how it goes.

"I prefer to study independently miss... study group is not a good choice to allow all students work miss" (S1 Interview, 06 October 2016)

"Eum, already, I feel that I am a good learner since in elementary school, until now I still want to study here [in this school] (...) I feel like I'm still lower [in cognitive ability] than my brothers and sister" (S6 Interview, 18 August 2016)

The first student demonstrated his confidence relating his capability to study independently rather than to study in a group. Besides, he also emphasized that study in the group would not always help students to achieve their study goals, unless all group member worked as assigned proportionally. The second excerpt also showed that the student was very sure about himself that he already became a good learner, hence he still wanted to study in order to maintain his learner identity, though he believed that he was not satisfied yet with recent abilities compared to his siblings'. Adolescents in presenting their confidence level are also influenced by the presented environment, then they unconsciously attempt to compare themselves with other people. When they find their positions, the level of confidence consequently increases.

In terms of students' cognitive ability, as consulted from the previous research (Sanchez & Roda, 2003), it illustrated that there is relationship between self-concept and academic performance. The research also highlighted whether it is necessary for schoolteachers to provide their sufficient attention through educational processes to guide students in constructing positive self-concept. The results showed that the academic achievement degree is related by one's self-concept level (Sanchez & Roda, 2003). The following excerpt from student's experience exemplifies the self-concept towards her cognitive ability.

"But if there are a lot questions given, then I cannot solve it, for example chemistry subject, it's very hard" (S10 Interview, 06 October 2016)

It displays her perception whether she was not able to solve chemistry problems, as indicated by "very hard". Students who have this kind of negative self-concept, even though the tasks given are not "very hard" for them, they already have in their mind whether such a particular subject seems not easy to deal with, then it may decrease their willingness to study. These students also mentioned that in case of there were many questions offered by the teacher, she immediately felt that she could not solve it without giving her best effort in advance, this student positioned herself as an ego involved learner as proposed by Yahaya (2004).

For some students who have good perceptions about their cognitive ability, they even do not really consider about the amount of problems offered to be solved, in this case they have orientation in task involved learners (Yahaya, 2004). They also do not care about other judgments due to their cognitive achievements; the focus is solely on mastering and solving the tasks. Assisting from others may help the first of learners (ego-involved learners). From our perspectives, adult attachment, especially teachers, plays a pivotal role to encounter as such problems. As expressed by the other students,

“No... this is my own decision, the teachers only ask and support me.” (S4 Interview, 15 August 2016)

“I usually ask for my parents’ help... yes... If I can’t solve it, I attempt to consult from internet and also my friends (...) the decision is usually from myself... but, I also will consider my parents’ ” (S3 Interview, 19 September 2016)

From the previous students’ experiences, we can see that the encouragements and assistances from both teachers and parents contribute a great portion of adolescents’ self-concept formation and later will guide to construct their sense of identity as learners.

4.2.3 Self-esteem

Self-esteem is the way individuals respect themselves and later they may be able to value how confidence they are in doing something related to a certain ability. As described by Slavin (2005), adolescents with positive acceptance by adults will get a high level of improving their self-esteem. Moreover, Maertz (n.d.) and Manning (2007) mentioned that positive behavior will appear in adolescence depends on how they and adults perceive self-esteem, such as in terms of emotional controls. When they can manage their emotions, it will affect their motivation and may enhance their efforts to study.

Willingness to learn usually will increase when adolescents have high motivation to know about something, such their curiosity for new knowledge. They usually attempt to do new things or confirm something that they are curious about it. In this period, teenagers with positive self-esteem usually do not want to give up until they can achieve their purposes or goals. From interviews, we found some students in this school expressed good willingness to study, for example,

“Sacrifice everything, ups and downs [towards studying attitude]” (S8 Interview, 06 October 2016)

These students showed that she loved to study and would keep trying although she faced learning difficulties. Here, this learner also expressed that she had good supports from the others. In fact, the student acted positively in the school and at home, as mentioned by her parents and teachers. Even though her academic was not satisfied yet, she already showed good performances towards academic and social life. In his book, Slavin (2005) explained that students would react positively for having good support which they might get from others, in order to perform positive behavior related to their study, interactions, and emotions.

Further, as mentioned by Lavoie (2008) and Manning (2007), children who are taught by good acceptances and respects will be able to develop their positive self-esteem. Immediately, when he or she becomes a learner, the student will perform a high level of willingness to study. In particular, the student in this case tends to perform a good attitude either in the school or at home. Based on our observations and experiences, she already had a strong eagerness to study during staying in dormitory. She had never been reluctant to ask something that she did not know yet. It could be because she usually did in the previous study time. She would ask teacher courageously, as mentioned by her parent, it also happened when she was in elementary and junior school.

On the other hand, the other student with lower self-esteem demonstrated her willingness to study also at lower level. She did not show a good learning attitude rather than only to pass the minimum requirement of learning goals. For this case, we have an example,

“Because, in physics, hard to memorize the formulas, after memorizing such a particular formula, the other’s formulas are asked...” (S17 Interview, 19 September 2016)

From this statement, she clearly stated that she only needed a simple way to understand subject materials. She did not want to take risks in order to pass her study as easy as possible. From the other conversation, she explained what kind of treatments that she got from the other people. Some people could accept what she did, but most people around her, especially adults, did not believe in her ability and could not accept her opinion properly. Hence, we could imagine that she could not construct her positive self-esteem since she was young (childhood), because adults around her did not provide opportunities to develop herself. We argue that she only portrayed self-esteem when she already became part of this school. In addition, this also contributed great effects on her desired to study.

Formation of self-esteem in adolescence is closely associated with emotional experiences that they received from environment. As mentioned by Manning (2007), the treatment, which was received during childhood, will remain long lasting in the formation of self-esteem. Therefore, if a

child has a good acceptance from their surroundings, then emotion establishment becomes steadier. It affects behavior of adolescents, such as social interactions, academics, characteristics, and emotions. The following two excerpts exemplify the involvement of adolescents' emotional experiences on self-concept construction.

"But, if positive and constructive [regarding friends' critics], I can accept it..." (S14 Interview, 06 October 2016)

"First time I came here [to this school], eum, I felt nervous and afraid... eum, nervous, how about later... for example the students from this school are very smart, I'm afraid then will be the last one [in achievements] ..." (S9 Interview, 06 October 2016)

The first student, she emotionally could accept the critics from other people. She realized what kind of suggestion that would be a good one and not for her, it means she was good at controlling her emotion appropriately.

The other student in this example showed that he was also able to manage his emotions. By his explanation, we acknowledged that he stated about himself about what he felt when first time joining this school in a good way. Based on the interviews, we could analyze that he felt not confident in the beginning. However, he became more confident now; he even had another responsibility for the school to be a peer-teacher for his juniors in the dormitory. He acquired a good acceptance from adults as well as friends. In line with this case, as stated by Slavin (2005), people who can gain much improvement in dealing with their emotional experiences, will consequently be able to adjust their self-esteem formation accordingly.

The other experience of learners in improving self-esteem is level of confidence. Again, adolescents will demonstrate a high level of confidence if they are highly motivated. Regarding self-esteem aspect, learners will achieve good motivation if they get positive acceptance by their environment, particularly from adults. They will not be hesitated to determine their own dreams for the best future due to their capacity to value themselves as good learners. By the way of examples,

"Continue to Syiah Kuala University... but if there is any scholarship available, I will try [another university outside Aceh] (...) no, if outside I study with my own money... it's impossible, if I, my family, it's impossible! but with scholarship... maybe possible..." (S1 Interview, 06 October 2016)

"Ooo... I have average scores, and high scores as well... most of my scores are high" (S7 Interview, 19 September 2016)

Both students admitted their confidence in deciding their own future. The first student's experience illustrated that he really wants to continue his study in order to chase his dreams. Because he knew

that his family had financial difficulty, he then decided to find a scholarship position to help his financial funding.

Besides, the second excerpt from another student's experience informed that his capacity was only at an average level, but he exhibited a high confidence when he mentioned that he had a higher score than the other students. Former students in this school also showed the similar students' attitudes ten years ago, and most of them in that period had good emotional experiences, especially in the social engagements. In addition to this, as claimed by Slavin (2005), assistances and supports from teachers and parents may be able to encourage them in shifting their own self-esteem appropriately.

Students with positive self-esteem will have good motivation to study and consequently give impact to their cognitive ability, they then can attain good academic achievements. As offered by Ferkany (2008), scholars with high self-esteem have a tendency to demonstrate good behaviors. The examples of students' interviews are as follows.

"No, what... in our class, everyone looks very smart... challenge for me, eum, for example Max, Lucy, Michael, Edward, wow... they all are top 3 from grade 10... yup all, top 5 students all in our class, miss" (S8 Interview, 06 October 2016)

"I often... often how to say... if there is an assignment, I prefer... prefer ask... ask for my friends' helps, because science class is a little bit hard, then when the homework that I don't know how to solve it yet, I will ask my friends, or other close friends." (S9 Interview, 06 October 2016)

Both students met various cognitive ability and level of self-esteem. The findings showed that they understood their positions as learners. The first student looked very confident with her ability in academic achievement and showed positive self-esteem. Her explanations told us that she was good enough at valuing and appreciating herself. It was approved by her parent's explanations that she sometimes was confident to show her accomplishment in academic aspect. Conversely, if she faced learning difficulties, she then attempted to solve the problems by consulting to the other people. When she felt worse towards her learning, she then needed the supports from the others, especially parents and sometimes friends. We can conclude that she slightly had problem to manage her emotion and was still in need of adults' helps to support her regarding the activities.

By way of contrast, another student's experience showed that his self-esteem was improving so far. He knew his capacity, though he could not solve some particular problems. He would not be hesitated to ask the others on how to solve it. He also attempted to consult with every resource, such as books, friends, and even teachers, in order to help him to understand such a new knowledge. Based on our observations during the data gathering period, he already had a good

passion and good behavior towards his learning as a student. He also demonstrated low motivation, but he never stopped to find and try something new that was interested him. It could be one of the effects of adapting a new place, as stated by Ferkany (2008), students with low motivation are attempting to perform better if they just move to a new environment. Obviously, it might help him to improve his self-esteem, because he also received a proper encouragement from the other people around him.

As we previously enlightened, adult attachment is one of the important factors in the purpose of enhancing one's self-esteem, because adolescents cannot be separated from adult involvement in the period of shaping their self-esteem (Slavin, 2005). To be concluded, teachers and parents' scaffolding on adolescents' self-esteem construction becomes more essential. For example,

“So the teacher seems not really care, the most important he gives the lesson materials (...) I... I myself can't be treated like that (...) [my mom] maybe is really busy with her assignments in graduate school [she mentioned the school's name]” (S10 Interview, 15 August 2016)

Adult encouragement affects the formation of adolescents' self-esteem. At school, teachers become role models for students in the way they provide and conduct learning approaches. The sample above explained how mother's involvement (adult attachment, in general) was very important for the student's development tasks. As we observed, she exhibited low level of willingness to study due to her personal problems that might come from (one of them) parents, or the other factors from her surroundings. She actually needed special treatments from adults, and it can be clearly noticed because she complained about the teacher approaches in presenting lesson and learning materials.

4.2.4 Self-development

Self-development has a strong correlation with intrinsic motivation in terms of individual improvement regarding his or her capacity (Schwartz et al., 2013 and Department of Education and Early Childhood Development, 2007). In this case, adolescents attempt to improve their ability in academic and social skill. Learners who have good motivation will realize that they have to take account of their better life in the future. By learning new things, they have a tendency to create the particular purposes for themselves, such as to be better in either social or academic aspect. Consequently, they will be independent and autonomous learners. Teenagers with a high level of autonomy have a strong desire to develop their talents related to their needs. They usually are able to assess their own capacities as students. For examples,

“So I want to improve my ability, eum, before, before this, I want to be different from what I am now... eum, eum, so I want to change myself [become better]... eum, I don’t want, eum, leave the classroom anymore... I want to change my bad habits” (S16 Interview, 19 September 2016)

This student showed her willingness to be better in pursuing both recent and future life by expecting to change her attitudes, especially for academic purposes. More importantly, she also mentioned about her bad habit that she ever did in the previous time. Yet, she could not explore what the basic need that she actually wanted. This explanation emphasized that she had lack of self-development, and she still needed encouragement from the other people in order to help her enhancing self-development. Another excerpt from the other student’s experience is as follows,

“For example, because I love IT, then I try to improve my IT skill, for example, eum, yeah I try to demonstrate my ability in my personal computer... I try... so... I like to search additional information about IT.” (S7 Interview, 19 September 2016)

This student seemed more confident in exploring the future based on his own needs. As he described in the interview session with us, he knew already about his ability very well and he was able to determine the activities to improve his capacity towards designated accomplishments. Moreover, he attempted to establish his own learning approach in order to achieve what he planned after graduating from this school, further, as explained by Department of Education and Early Childhood Development (2007), this student has a high desire to improve his study and later brings him to have positive self-esteem.

Emotional experiences among students will affect the improvement of both their self-esteem and self-development. When they show their eagerness to do something, it later promotes them to start controlling their emotions, and ultimately gives impacts on their academic and social skills improvement. For instance,

“Then, I force my friend not to sleep, but invite him to do exercise...” (S9 Interview, 06 October 2016)

This student had positive actions by managing his emotions appropriately. He exhibited positive self-development by shifting his friend’s bad habit to be a good one. Based on our observations, he was improving much better than when first time he came to this school in social and academic aspects. We claim that a good study environment already guided and helped him to be more creative and active person. According to the teacher’s description about him, this student was good enough as a learner. He learned new things faster than his friends did, the teacher also mentioned some evidences, such as his ability in reciting Quran (Muslim’s holy book). First time he came

here, he had a fair academic capacity, but he is now one of teacher assistants for purpose of teaching the other students (his peers) in reciting Quran.

Alternatively, we also have those kinds of experiences with many students in this school. It happened not only during this research, but also we found similar students' attitudes from the first year of this school established. There were fair in academic achievement but had very good improvement in their emotional experiences. It also demonstrated that adolescents needed to be assisted by adults emotionally; therefore, they later will improve their self-esteem. Hence, they then can control their emotions properly. By the way of the other example,

"I want change my habit, don't want to harm my parents anymore, obey them... so now I want to study seriously, eum, eum, I want to obey my parents, to make them happy, they are tired... they spend much money to pay my school fee... (...) so, I want to study better... by paying attention to either my favorite subjects or the other subjects" (S16 Interview, 19 September 2016)

This student's experience illustrated that she emotionally realized her previous bad routine and wanted to change it to become better. She had purposes to improve her emotion to be more positive, such as by fulfilling parents' expectations. As argued by Brown & Marshall (2001), adolescents with good behavior will have position in positive dimensions of emotional experiences. They want to explore more on how to become more confident rather than disgrace (in negative side). The level of adolescents' confidence will associate with their actions accordingly. Again, positive attitudes from learners become a good part of improving their capability. The following excerpt portrays another student's experience.

"But, if in study groups, I often teach my friends, at night before exam, or in the classroom... so, when they tell me whether they don't understand yet, I will help them again" (S13 Interview, 06 October 2016)

Manning (2007) proposed that learners tend to increase their ability when they make interactions with others, in which the environment can recognize efforts of their competencies in both academic and social factors. The student in this excerpt illustrated that she felt very confident in case of her friends asking her to be their leader in peer teaching. Not only that, this action also could help her to understand new knowledge that she got from the learning-teaching activities. It was confirmed by her explanation that she was able to learn and become more understand after she taught her friends. Moreover, she would get challenges to find other resources for study.

Based on our experiences in this school, peer teaching has capacity to help our students in enhancing their level of confidence related to their competencies. In a group study, they have additional responsibility to teach their friends according to their ability. Another example may help

readers to understand more about students' experiences in dealing with their self-development in the school environment.

"Immediately... for example, Marty can't deal with the tasks given... I will help him immediately, in case he sits next to me" (S14 Interview, 06 October 2016)

This excerpt demonstrated that most of students in this school had positive attitude towards their competencies. However, we contend that the acceptance from the other people becomes a pivotal factor that needs to be considered. Inasmuch as, when they get different acceptances, it later affects adolescents' self-development formation.

From our experiences in this school, most teachers will assist students in appropriate ways, either in the dormitory or in the school. Students must acquire equal treatments from teachers. Likewise, what make us astonish is these students felt that their presence is very meaningful. It is due to good environments that they experienced, and they received the treatments proportionately. For example,

"Maybe the teacher asks me to help [my friends]... if guitar class, I will help for songs..." (S17 Interview, 19 September 2016)

Based on her explanation, she had good cognitive abilities at her favorite subject. Even though she had only a competency in such a particular subject, but she still attempted to share her knowledge that she was good at. Another example,

"At school, eum, my achievements when I was in grade 10 not... I didn't have any yet, then in grade 11, I got second place in my class and six achievement certificates, they are physics, chemistry, biology, geography, civics, and sociology" (S4 Interview, 15 August 2016)

We acknowledge that this student unveiled his eagerness to be the best one in the class. He did it with high confidence and great efforts. In addition, he also highlighted of what he did to achieve his purposes. He demonstrated good improvement at his cognitive accomplishment. Teachers in this case play essential roles in order to help students in creating their own improvement, particularly in the school. Another illustration from the other student's experience,

"I have ever got a dictionary from Arabic teacher, because I got highest score in Arabic" (S13 Interview, 06 October 2016)

This student expressed her happiness when she succeeded to pass one of difficult subjects for her. According to our interview session, she was able to explore her efforts in order to understand and pass this subject since her first time entering to this school. In the other example, another student

explained whether he needed another best suited approach of teachers' attachment to make him studying harder.

"I like, for example, the teacher gives the assignments, for those who can answer then will get additional marks, the problems are harder... it becomes challenges for all of us, I love it" (S14 Interview, 06 October 2016)

As noted by Reeve & Jang (2006), to help students improve their abilities, teachers must create a conducive environment, including proper assistances, encouragements, and supervision. The best reinforcement to construct students' behavior is a support from adults regarding their autonomy as learners. Adolescents will feel appreciated when adults provide good scaffoldings for them. On the other hand, negative behavior of teenagers will then appear when adults try to assist them by inappropriate attachment.

4.2.5 Motivation

As we previously discussed, adolescents with high self-esteem as learners, have integrated correlation with their attitudes and motivation by showing their self-acceptance without having doubt with their own ability. Besides, according to Ryan & Deci (2000), motivation is one of the pivotal factors to achieve learners' self-efficacy, in which we can understand that adolescents with no motivation to study do not have intention or close attention to learning activities and later lead them to having low self-efficacy. For this reason, learner's motivation and identity inform the complexity in order to understand adolescents' psychological development (Matthews, Banerjee & Lauermann, 2014). In addition, according to Garrison's model as cited in Song & Hill (2007), they also illustrated those learners who have a strong motivation to learn, they have a tendency to control and monitor themselves as individuals in order to attain their learning outcomes.

To moderate this issue, we then attempted to explore students' experiences through their willingness to study in order to recognize the motives that they had behind their learning attitudes and/or behaviors. The following two excerpts exemplify adolescents' willingness to study,

"Ooo... depend on my mood, miss... If I'm happy, aaa... This challenges me, for example, teachers give the tasks or homework, three subjects in a day, with homework as well... I will enjoy it... I love it, but if I'm in a bad mood, aaa... I want to be angry... just look at the assignments given, I feel... ooo... ooo... ooo... ckck... angry" (S1 Interview, 06 October 2016)

"Yes, study seriously, I love my parents" (S2 Interview, 07 October 2016)

What we found here is the first students' excerpt demonstrated whether he would be happy to study when he loved teachers' approaches in teaching methods, because it might encourage him to have good emotions and later made him enjoy his learning. On the contrary, in case of he had a bad mood, he even would not consider the tasks given by teachers.

This phenomena was supported by Ormrod (2008, p. 384-386) who mentioned that every student may have different motives in learning, for instance, "one student may be keenly interested in classroom subject matter and seek out challenging course work, participate actively in class discussions, and earn high marks on assigned projects", conversely, "another student may be more concerned with the social side of school, interacting with classmates frequently, attending extracurricular activities almost every day, and perhaps running for a student government office". Furthermore, the rest may focus on such athletics and sports activities, parents' needs, or even unknown motivation. As exhibited by the second excerpt, another adolescent's motivation to study was due to her parents' concerns. This case then will have association with learner awareness level, which will present in the next discussion of this thesis.

Additionally, motivation is also related to students' emotions. Dealing with their emotional experiences, most students involve their feelings prior to being motivated to study. As we can see from the following excerpt,

"Jealous... but... eum, jealous, jealous, but I need to maintain my efforts as well if I want to get high scores... for example... if I want, I'm sure to get a good score... jealous, jealous..." (S2 Interview, 07 October 2016)

"Dizzy... stress also... stress... for example mathematics, I will accomplish mathematics assignments first, but if physics, chemistry, that... must look for other friends [to help], but if they can't solve it as well, I immediately look for the teachers (...) in case of a lot of homework, I will cry, I don't know why..." (S13 Interview, 06 October 2016)

One of them felt jealous to her friends who have higher scores than her, and the other one would be stressed or dizzy when she could not deal with the assignments given independently. The second one also emphasized that in case of she had a plenty of homework; she even tended to cry without any reasons. This finding showed that adolescents' emotional experiences had a strong correlation with their learning attitudes regarding the motives to study.

We advocate that motivation is absolutely influenced by the individual's emotions to encounter both particular tasks and problems. In the process, Larson (2000), Maehr (1984), and Wigfield (1994) as cited in Ormrod (2008) agreed that when students are frustrated and irregularly

feel interrupted by either tasks or environment, they have a tendency to continue solving the problems if they are highly motivated.

Alternatively, adolescents' level of confidence played much attention of the researchers to understand the different ways they experienced in learning approach. For this purpose, we include these three excerpts from three different students,

"Oh, this... eum, former students, alumni, when they want to continue study, very easy... seems like our school helps, eum, so I want to study here until grade 12, then I can easily continue my study, if the students from other schools, they must pay, pay bribe... then they can pass the university exam, but in this school, I believe that I can pass it." (S5 Interview, 14 August 2016)

"[Laughs] before I want to be an entrepreneur because I want to answer the future needs... eh [where will you study... where will you work then?] then I can answer... I don't want to work... I want... I want to employ you [in my company] ..." (S7 Interview, 19 September 2016)

"Copy-paste... copy-paste... (...) yes, that... that if I'm stuck and don't know what to do after searching from other sources, find other references, then if I can't get it (...) yes... copy-paste [other people works]" (S10 Interview, 06 October 2016)

The first two students' experiences demonstrated whether both of them were very confident with their future achievements, whereas the last excerpt illustrated a student with a very low level of confidence. The eagerness to approach learning activities for adolescents is one of the important factors to achieve accordingly. It is necessary for students to trust in their competent as exhibited by the first two excerpts, and later it brings them to have self-worth in academic goals. Unless, the students with low self-worth tend to occupy negative learning behaviors, as cited in Lai (2011, p. 9), these attitudes may be "procrastination, making excuses, avoiding challenging tasks, and not trying, in an attempt to avoid negative ability attributions for tasks they are not confident they can perform".

Cognitive ability becomes another problem to deal with students' motivation. Although cognitive ability is such an independent aspect in forming learner identity, it plays indirect influences toward the motives of student to study. For examples,

"Hmm... how to say, eum, I don't know... if I need to study hard, for example there is a competition, then I will be diligent and forget to be lazy." (S6 Interview, 18 August 2016)

"First, in grade 10, I can deal with chemistry, bless to God, I got a hundred for three times, but now my score decreases." (S9 Interview, 06 October 2016)

Motivation is assumed to be able to enhance learning performances (Ormrod, 2008). In case of students do not have high motivation to perform their learning anymore, then as a result, their accomplishments will decrease as well, it is depicted in the second student's experience. The triangulation data that we obtained exhibited that this student ever performed in chemistry subject very well during his previous time due to highly motivated by the teacher. However, he had difficulties in learning recently because he could not get an appropriate encouragement from the subject teacher anymore.

The findings above is associated with adult attachment as well, in this case is teachers. Besides, parents also become motivators for adolescents towards their learning activities and goals. These two examples portrayed the effect of parents' involvement on students' learning behavior.

"Study harder and... curious about how to be a doctor... in addition, my mom works in health department..." (S3 Interview, 19 September 2016)

"(...) first time I came to this school, my parents support me... so, as a good learner I consider my parents' suggestion (...) I study here, study, study and continuously study as my parents expected for my best future, then I want to get good remarks in this school, to continue my study in the university as my parents want" (S4 Interview, 15 August 2016)

The first student's experience illustrated that he would study hard due to his curiousness to become a doctor. Actually, what we marked here is his mother influenced him, as we knew that she currently works in health department. In case he felt comfortable with his decision, it would be a good sign for his learning processes. The second example also displayed the similar encouragement from parents.

4.2.6 Autonomy

We advise that learner autonomy is related to at least these three aspects; self-directed learning, self-assessment, and self-evaluation. Self-directed learning (SDL) involves autonomy of learners to understand the instructional processes whereby it focuses on two orientations, a process, and a goal (Brockett & Hiemstra, 1991).

Additionally, self-assessment is also directly related to learners' autonomy because it may encourage them to be responsible for and independent to their own learning progress. When a student has a good self-assessment, he or she will be a process-oriented person rather than result-oriented person, in case of he or she is able to focus on learning process. Generally speaking, "the autonomous learner takes a (pro-) active role in the learning process, generating ideas and availing

himself of learning opportunities, rather than simply reacting to various stimuli of the teacher” (Boud, 1988, Kohonen, 1992, and Knowles, 1975 as cited in Thanasoulas, 2000).

To demonstrate adolescents’ experiences regarding their autonomy in learning activities, we then discuss learner autonomy in terms of their willingness to study as exhibited in the following two excerpts.

“Listen, then write a little, there are special codes [that I myself create]...” (S1 Interview, 06 October 2016)

“[Who asks you to study?] yes, my own decision” (S5 Interview, 14 August 2016)

Based on S1 interview’s excerpt, he admitted that he created any particular codes to mark his notes about the lessons. He listened to the teacher, and wrote the notes as he wanted, as long as he could understand and was able to get the meanings of the notes that he already wrote. Furthermore, the second excerpt showed the student’s claim about her decision to study without any other influences or pressures. From these two examples, we could point out that these two students already had their own freedom to decide the learning approaches; both of them are autonomous learners. They studied because their intrinsic motivation with their own ways. According to Omaggio (1978) as cited in Thanasoulas (2000), he clearly stated that “autonomous learners have insights into their learning styles and strategies, and take an active approach to the learning task at hand”, these learner’s characteristic indicate that the last two experiences of the students confirmed what Omaggio advised previously.

Emotional experiences will also contribute to adolescents’ autonomy towards their learning attitudes. Sometimes, they do not want to select some activities because it may affect their emotions and later will encourage negative perceptions about themselves as good learners. In addition, in another case, environment forced them to reconsider their autonomy towards their interests. For instance,

“Eum, because when I stay in dormitory, I was not comfortable... eum, sick, eum, yes, often sick, if in dormitory I don’t have a good mood.” (S6 Interview, 18 August 2016)

“(...) When suddenly I told [my parents] (...) I have chosen social science mom... oh, no, may not... my mom was angry with me... then asked me to re-select science class.” (S9 Interview, 06 October 2016)

The autonomy not to stay in the dormitory for the first student’s experience illustrated whether he did not want to distract his mood and even to add his health problems if he did not apply his autonomy. Considering the consequences, he decided to make himself comfortable with current

learning environments. His mother and teachers also admitted it when we interviewed them during this study. However, we correspond those negative parents' involvement sometimes will influence adolescents' emotions. According to second excerpt from the student's experience, it exhibited that he could not use his autonomy in choosing his interests in learning. What we observed later is, this student seemed not enjoy his learning and consequently he got lower mid-test scores regardless his cognitive ability compared to the previous ones.

Generally, students with good autonomy will have a high level of confidence. The other examples from the other different students will answer this assumption.

“Complain about score? (...) aaa... mathematics, often, often I complain the score (...) because what I think it was correct (...) was mistaken [by my teacher]” (S14 Interview, 06 October 2016)

“I, my ability in science, miss...!” (S1 Interview, 06 October 2016)

Many students seemed like to complain their scores, but not many of them could stand with good reasons. By way of contrast, the students' experiences above demonstrated that they were very sure about their answers whether it was correct that the teacher mistakenly scored it. In addition, the second excerpt illustrated the student with highly confidence on his ability on science subject, and later encouraged him to decide science class for his particular interests.

What is more, we also think that autonomous students will have good cognitive capabilities accordingly, because to get engage with a certain learning environment is easy for them due to their independency. It was reinforced by Benson & Voller (1997) study, they projected that an autonomous learner has several particular characteristics, for instance, they are able to assess, evaluate, manage, regulate, self-direct, and self-aware their own learning, intrinsically motivated, pro-active, constructive criticism, and further having the right and ability to govern their own learning direction. These two excerpts exemplify this discussion.

“I don't know, before I have already loved mathematics... because I think mathematics is easy, memorize the formulas, that's all...” (S2 Interview, 07 October 2016)

“My dream that I want to be a scientist in physics discipline.” (S4 Interview, 15 August 2016)

Full autonomy of learners was exhibited by the preceding students' experiences. In addition to this, adult attachment could not obviously be separated from students' autonomy. We frequently find these kinds of parents' involvement. They tend to scare their children by insecure attachment.

“Ooo... no, because my parents have already chosen doctor [to be my profesion], so I follow what my parents want... actually I don't really like, don't want to be a doctor... still confused with medical stuff, can I?” (S11 Interview, 06 October 2016)

“May not (...) my mom (...) first I chose social science... first day (...) move to science class, tomorrow (...) I told already [to my mom] then she was angry (...) she was scared me and my future, then my sister did as well, may not...” (S17 Interview, 19 September 2016)

In summary, Table 5 displays adolescents' experiences in constructing their identities as learners. From the six themes that were projected by the researchers, the overall students' experiences showed high levels of confidence, except in motivation. In contrast, adult attachment (to both teachers and parents) demonstrated a negative effect (low to fair) due to adult's inappropriate treatments and involvement with the students.

The findings confirmed that teachers sometimes could not guide and assist their students, as they needed, whereas parents intervened in the learning approach in an unnecessary way. Moreover, both parents and teachers sometimes attempted to compel their own expectations to the students and later might decrease the students' freedom in deciding their activities related to academic study.

TABLE 5. Adolescents' experiences in constructing their identities as learners.

Experience	Self-efficacy	Self-concept	Self-esteem	Self-development	Motivation	Autonomy
Willingness to study	High	Fair	Fair	Fair	Fair	High
Emotional	Fair	Fair	Fair	High	Fair	Fair
Showing confidence	High	High	High	High	Fair	High
Cognitive ability	High	Low	Fair	High	High	Fair
Adult attachment	Low	Fair	Fair	Low	Low	Low

We also assume that although some of adolescents already had their autonomy and were responsible for their own learning, parents often offered their own expectations to be considered by their children. Moreover, teachers also often decided their own learning approaches which might be not

suitable for the students and attempted to make they could accept it naturally. However, in terms of adolescents' willingness to study, their emotional experiences, as well as cognitive ability, the results demonstrated a fair to high levels in the accomplishment of self-efficacy, self-concept, self-esteem, self-development, motivation, and autonomy.

4.3 Learner awareness level

Learning may occur when students and teachers have readiness for particular activities, both formal and informal. In this case, learners must be able to deal with themselves to accept every single aspect that they must learn. They are expected to consider why they need to study and the purpose of those activities for them. Once they are ready to ignite learning activity, Choy et al. (2015) said that they will activate three aspects of learning; cognitive, affective, and psychomotor.

As presented in Choy et al. (2015), there are four categories of student awareness which indicate how aware students are as learners, these categories are survival, establishing stability, approval, and loving to learn. In this study, we found that students in SBP School were in various categories regarding their levels of learning awareness. It was exhibited by how students dealt with their own learning approaches and how high their existing willingness to learn was.

Based on our research findings, most students in this school are at the level of establishing stability. However, some students are still at the survival level, and in between establishing stability and survival.

4.3.1 Survival

Survival level represents students who come to school and give their efforts based on their basic needs as humans in order to let them exist as learners. Sometimes, the reason students do a particular activity at school is because of their parents, other people, or just to follow other people's activities. As explained by Choy et al. (2015), the survival factor of learner awareness concerns on how students demonstrate their acts in learning activities related to their primary needs in order to survive, without considering their authorities as learners.

The data told us that for some students in SBP School, their main reasons to be good learners are because they consider the other people, especially adults. Some of them did not have their own eagerness and they even had no choice, as illustrated by the following examples.

"(...) I want to be a designer (...) no, my mother does not allow me (...) on the first day, I was in social class, but, only first day (...) move to science class (...) I have

told my mother, but she is angry and asks me to move to science class (...)" (S17 Interview, 19 September 2016)

"(...) I want to be a doctor (...) I have not decided yet what I will study next (...) because the final destination is with my parents, and they will decide it (...) no, because my parents have told me that I must be a doctor, so, I just follow what they want, actually, I do not really want to be a doctor, I am still confused about my capacity (...)" (S11 Interview, 06 October 2016)

"(...) I feel happy in this school, the teacher really cares about us (...) here, I can be easily close to the other friends, because they are kind people (...) I will study hard, I want to make my parents happy (...)" (S3 Interview, 19 September 2016)

Based on those excerpts, students at survival level showed that they had no strong reasons to select and be responsible for what they wanted to do. This could happen because they got pressure from adults. From our interview session, we knew that some of them attempted to make their decisions based on their own interests. Nevertheless, in fact their parent forced them to deal with the other expectations coming from parents' points of view. We could see for the first and second examples that they really could not meet their parents' outlooks. They would feel guilty if they tried to avoid what their parents expected. The first student actually indicated that she really want to consider her own choice rather than her parent's. Nevertheless, the parent showed that she did not trust on her daughter capacity in terms of deciding her future needs. It then affected her confidence development and might encourage her to have less independent in order to decide her needs based on her interests.

Parents and teachers as role models for adolescents become very essential in order to influence and guide their future life. There are two dimensions of adult scaffolding that will give effects on adolescents' development tasks, specifically positive supporting behavior, and negative supporting behavior. Positive supporting behavior, as introduced by Reeve & Jang (2006), Ratner (2013), and Sternke (2010) will guide learners to create positive self-concept and self-esteem. Moreover, Gordon & Chui (2013) explained that positive supporting behavior would help learners to achieve their higher level of learning outcomes.

In addition, according to Sternke (2010), negative supporting behavior will then promote the difficulties for students to portray the view about themselves. One of negative scaffolding behaviors is students' labelling. Pendlington (2005) explained that labelling could promote adolescents' failure for the purposes of finding either their self-concept or self-esteem. In this case, teenagers tend to be less confident of their ability both in academic and social aspects.

Furthermore, learners at survival level illustrated that they still have lack motivation to do learning activities. Other people, such as friends, teachers, and environment of the school, could

influence it. As described by Gregory (2009) and Girmus (2011), motivation is one of important factors in learning and it will affect students in deciding and undertaking learning activities. Learners with intrinsic motivation usually have good desires to study and they then attempt to chase their own goals in the study. Students with low motivation usually need the other supports to increase or at least maintain their motivation, called extrinsic motivation, such as from teachers and parents.

4.3.2 Establishing stability

Adolescents always try to find something new in their life, particularly regarding their responsibility as learners. They want to make sure something whether it is good or bad. If they receive good reinforcements, they also have high confident to decide something for their needs. As illustrated by Choy et al. (2015), when students are able to create their own targets based on what they need as learners, they are now in the position of establishing stability level. Usually, at this level, the learners have a tendency to enrich their efforts in order to attain good achievements in the study, includes completing their tasks, studying to pass the exam, and applying knowledge in their life. According to the data, this level was confirmed by interviewing students in SBP School.

“(...) That is why I like mathematics and I learn to like drawings, because we need it in architecture design, we will design houses or build (...) I like mathematics because I have purpose to continue my study in civil engineering (...)” (S14 Interview, 06 October 2016)

“(...) My favorite subject is biology (...) I want to be a doctor (...) now, and I want to collect many certificates in biology, I want to follow many kinds of competition, I do not care, I will win or not, I just want to collect the certificates (...)” (S5 Interview, 14 August 2016)

The findings demonstrated that students attempted to create their own goals, and tried to adjust the learning approaches based on their own needs to study. It also showed that students in SBP School have good concepts to prepare their future. They knew what they wanted to be and how to pursuit it. From the first student's experience, it could be clearly seen that he knew well about what he wanted to be, and he was very confident to prepare his capacity to reach his dreams. However, in fact, he only had a fair level of either willingness to study or controlling emotional factors. It is not sufficient if adolescents only have a high level of confidence, but they are expected to be able to unveil their eagerness and also to manage their emotions.

More importantly, it was affected by how adolescents get encouragements from the others in order to shape their self-concept. In his book, Slavin (2005) mentioned that formation of self-

concept of adolescents is influenced by surrounding environment, whether parents, teachers, and peers. Back to our main issues, data from interviews expressed that both of students above had lower attachments from adults. The first student's experience was confirmed that although he had good cognitive ability and high level of confidence, he could not explore about how he got assistances from adults, both parents and teachers. The second student demonstrated whether she already had good concept about her learning ability as a student, in fact, she needed to study only to pass the exam and next study.

Moreover, some students in SBP School got intervention from their parents rather than used their own autonomy regarding their learning processes. Therefore, although they already determined what they needed, parents decided to consider it accordingly. Hence, when we did categorization, these kinds of students were in between of the proposed learner awareness level, namely survival and establishing stability. For example,

“(...) With my success, eum (...) I want to reach, for example, I want to be a doctor, so, from my job as a doctor ... for example, I will get much money then I can pay everything that my parents need, eum, when they are already retired, so, I can help them (...)” (S16 Interview, 19 September 2016)

From the example, we can scrutinize that she wanted to reach her dream, but she also realized that her dream must satisfy her parents as well. We notice that this student was not only able to recognize what she wanted, but she also explained about her interests towards learning activities. She experienced low to fair adult attachment. Based on her story, she got provision from teachers as well as from parents, but for some cases related to her future, the intervention from parents would influence her autonomy as a learner. To be brief, when students can determine their own needs, students then tend to express it appropriately. As described by Choy et al. (2015), it shows their readiness to be good learners at the level of establishing stability by ensuring their purposes for pursuing better future.

4.3.3 Approval

Students at higher level of awareness will require acknowledgement from the people surrounding them. Hence, as presented by Choy et al. (2015), the learners at approval stage will consider their activities in order to show to the other people, and they need to know the acceptance of people regarding their actions.

Data interview indicates that there are some students with high consciousness of learning at approval level. At school, they were known as (pro-) active students, not only active in the

classroom activities but also active in the school activities. They looked very confident with their capacity as learners, both in academic and social life. For example,

“I am confident in mathematics (...) I often follow mathematics competition, since long time ago, and I won it, eum, but, in language subject, I feel not really confident, but my friends said that my English is good (...) I am confident with my ability, for example, when I am speaking English in the class, my friends will think, ooo.... “she is smart”, but, this is not really smart, I just practice, especially, if the teacher [she mentioned teacher’s name] taught us, I will try to English speaking (...)” (S13 Interview, 06 October 2016)

She confirmed her ability and her confident in mathematics subject. Even though she had a fair ability in English, she kept practicing her English in order to increase her level of confidence. Moreover, she was also responsible for a leader in one of student’s organization department. She liked to do the positive things, such as to teach her friends either in the school or in the dormitory. She could already describe what the differences that she felt during being students in this school. We argue that it happened because she got good supports from teachers as well as parents. Thus, it could influence her ability in order to adjust her emotions.

The other example from different student’s experience exhibited the similar pattern to the second student’s experience. In this case, he was also able to maintain his emotional ability and he believed that it would give effects on his awareness to learn.

“(...) I am happy to be a part of this school, we have nice teachers here (...) I got scholarship and must stay in dormitory, I am happy to stay in dormitory (...) yes, I tell the truth (...) I have a lot of friends here (...) I’m responsible for worship department and teach Iqra’ [manual for Quranic reading lesson] for my youngest friends in dormitory (...) yes, I am a leader in my classroom (...) I asked my friends to do the task, I told something in a good way and they follow my instructions (...)” (S1 Interview, 06 October 2016)

The preceding excerpt obviously presented that adolescents expected the acceptances from adults as one of their scaffoldings to build their confidence. As we perceived that he became more confident and kept improving after getting positive encouragements from adults, and the recognitions from his friends. As described by Slavin (2005), society will give an effect on constructing adolescents’ identity and it later influences their improvement.

What is more, although this student had a fair level of academic achievements, he already had good efforts to improve himself. He was able to explore about himself of what he wanted and must do as a learner. Usually, teenagers in this category had good level of awareness towards learning attitude. Their emotional developments were improved and could be classified at a higher level, followed by the level of confidence and cognitive ability. Yahaya (2004) revealed that teenagers

who already know about their self-concept properly are usually easier to reach what they need based on their interests.

In addition to this, Yahaya (2004) and Slavin (2005) agreed that students who experienced positive treatments from adults and environments, later would encourage good self-concept as well as high self-esteem. They will adapt and act in a good manner, because they need avowal from their society.

4.3.4 Loving to learn

Loving to learn as Choy et al. (2015) suggested refers to the highest level of students' awareness towards learning attitudes. The results of this study described that students at loving to learn level will do activities related to learning with very high consciousness, so-called meta-awareness. It also may be understood as one of fun activities for them. We argue that, learning is not only to collect the knowledge but also to strengthen their skills. Sometimes, they do not need adults, in this case teachers, to learn intensively. As illustrations,

"(...) My favorite subject is physic, because, physics is ... we can make it enjoyable ... we can express what we think about it, and analyze problems carefully, eum (...)" (S4 Interview, 15 August 2016)

"(...) My favorite subject are mathematics and biology (...) because it is challenging, for mathematics, if we have already finished and solved the problems, it looks like we are very smart, then, biology (...) biology, I like it since I was young, I don't care, whether I can understand or not, still I like biology (...)" (S6 Interview, 2016)

The students at this level usually had capacity to decide properly on what they wanted to know and how they wanted to act. Here, we distinguish that the students had no certain reasons to do what they needed, except their curiosity and they just loved to do. The first student described in the interview session whether he liked physics very much. In fact, he attempted to join every competition that he really wanted to. Meanwhile, school also supported him to improve his academic ability. From his teacher's perspectives that were interviewed, we pointed out that this kind of student had a very good willingness to study. When he got chances to join a science competition for students, he worked very hard to learn about it. The teacher also mentioned that he tried to find learning materials and solved his problems independently, he even asked to be provided a comfortable place to study. He did it and he got what he wanted, and consequently he became the winner in that competition.

This is one of the examples from an adolescent, who already had positive and strong self-concept as a learner. From his explanation, he mentioned that his parents gave him good encouragements since he was a child. The parents exemplified an appropriate adult's involvement toward their child's learning approach by accepting his idea and giving high respect to his child's decision. Hence, as argued by Slavin (2005) and Sternke (2010), the child will grow as a good learner with positive improvement of self-concept and self-esteem. Moreover, Gordon & Cui (2013) described that positive acceptance by parents and teachers will influence learners' outcomes, both in academic and in social aspects. Furthermore, the formation of positive self-esteem in adolescence is a bridge towards their success as demanding learners in the future.

Table 6 depicts adolescents' experiences regarding their awareness level as learners. The findings illustrate that both learner identity and learner awareness level are almost similar in the way that adolescents experienced. The highest accomplishment of experiences was in showing their confidence towards learning attitude, whereas the lowest one was in adult attachment. It can be clearly understood that adult attachment remains as a problem for adolescents' task development as previously mentioned by Erikson (1968).

As a matter of fact, Table 6 also exhibits how students in their adolescence period dealt with those five proposed experiences towards their awareness level. At the survival level, most students showed the lowest level of experience's engagement, except for showing their confidence. Moreover, the students who had loving to learn of awareness level demonstrated the highest level of experience's engagement.

TABLE 6. Adolescents' experiences regarding their awareness as learners.

Experience	Survival	Establishing stability	Approval	Loving to learn
Willingness to study	Low	Fair	Fair	High
Emotional	Low	Fair	High	High
Showing confidence	Fair	High	High	High
Cognitive ability	Low	Low	High	High
Adult attachment	Low	Low	Fair	High

4.4 Adolescents' identity positioning as learners

To respond the third research question “what are qualitatively the different ways of experiencing adolescents' position as learners in the school?” proposed in the first chapter, this section will further discuss the final outcome space of adolescents' identity positioning as learners. The summary of adolescents' experiences (with sample of interview transcripts) in their positions as learners is exhibited in Table 7. Overall, most students were able to position themselves as learners regarding their responses given as can be clearly seen on the students' experiences from interview transcripts, particularly in the ways they perceived their self-efficacy, self-concept, and self-esteem.

The use of “I” emphasizes their strong position as individuals, in this case as learners. Adolescents who already know their position as students or learners, they tend to be responsible for their own learning. According to van Langenhove & Harré (1999, p. 25), “when a person is engaged in a deliberate self-positioning process this often will imply that they try to achieve specific goals with their act of self-positioning”. It further associates with self-directed learning because autonomy as learners that they have. To support the actions of what people do, self-positioning plays an important role in the cognitive processes, which assist the explanations of actions that people are attending (Harré et al., 2009).

TABLE 7. Summary of adolescents' experiences in their positions as learners.

Categories	Degree of accomplishment	Interview transcripts
<i>A. Learner identity</i>		
Self-efficacy	Fair to high	<i>“Every weekend I normally do independent learning, such as looking for additional knowledge from internet (...)”</i>
Self-concept	Fair	<i>“How to say... I'm a fussy person... eum, I love to make a joke, but when I'm serious, I don't like to be bothered by others.”</i>
Self-esteem	Fair to high	<i>“Ooo... I have average scores, and high scores as well... most of my scores are high.”</i>

Self-development	Fair to high	<i>"I like, for example, the teacher gives the assignments, for those who can answer then will get additional marks, and the problems are harder... it becomes challenges for all of us, I love it."</i>
Motivation	Fair	<i>"Yes, study seriously, I love my parents."</i>
Autonomy	Fair to high	<i>"Complain about score? (...) aaa... mathematics, often, often I complain about the score (...) because what I think it was correct (...) was mistaken [by my teacher]."</i>

B. Learner awareness

Survival	Low to fair	<i>"(...) I feel happy in this school, the teacher really cares about us (...) here, I could be easily close to the other friends, because they are kind people (...) I will study hard, I want to make my parents happy (...)"</i>
Establishing stability	Low to fair	<i>"(...) That is why I like mathematics and I learn to like drawings, because we need it in architecture design, we will design houses or build (...) I like mathematics because I have purpose to continue my study in civil engineering (...)"</i>
Approval	Fair to high	<i>"(...) I am happy to be a part of this school, we have nice teachers here (...) I got scholarship and must stay in dormitory, I am happy to stay in dormitory (...) yes, I tell the truth (...) I have a lot of friends here (...) I'm responsible for worship department and teach Iqra' [manual for Quranic reading lesson] for my youngest friends in dormitory (...) yes, I am a leader in my classroom (...) I asked my friends to do the task, I told something in a good way and they follow my instructions (...)"</i>
Loving to learn	High	<i>"(...) my favorite subjects are mathematics and biology (...) because it is challenging, for mathematics, if we have already finished and solved the problems, it looks like we are very smart, then, biology (...) biology, I like it since I was young, I don't care, whether I can understand or not, still I like biology (...)"</i>

From the student's excerpt of self-efficacy, we detect that the degree of student's accomplishment ranging from fair to high, the example demonstrated whether the student was very sure about his

responsibility as a learner, as he mentioned that “every weekend I normally do independent learning”. This is part of his willingness to study by using his learner autonomy appropriately. In addition, another example in terms of student’s motivation exhibited a fair level of her achievement as clearly stated that she studied seriously because she loved her parents. It showed her willingness to fulfil parents’ expectation on her achievements and later we understand this as her external motivation.

Furthermore, regarding learner awareness, the level positioned her on survival, because she studied due to her environment influences. What is more, the insecure adult attachment, in her case was parents, encouraged her to consider other people rather than her own side. As discussed in Riley (2011) based on adult attachment model proposed by Bartholomew (1990) and Bartholomew & Horowitz (1991), this type of parents employs preoccupied relationship with their children, and it may lead their children become less autonomous people.

Alternatively, for student’s self-development example, we figure out that the student who had fair to high degree accomplishment already had higher autonomy as a learner, as he mentioned whether he would be happy to be challenged by assignments given and also he loved it. What we can understand here is this type of teacher applied a secure attachment, as stressed by Riley (2011, p. 34) that the secure teacher “uses the experience to shape and improve her own practice, she seeks to have her internal working model confirmed and does so in ways that benefit the students, the teacher and the relationship between them”. In the relation to learner awareness, the level of the student mentioned above was at loving to learn due to his full autonomy of learning process and approach.

More importantly, according to Vagan (2011), positioning has already been a good metaphor for adolescents to explore about themselves in the social context and later they are able to clarify their action meanings. As we can perceive from one of student’s experiences from Table 7,

“(...) I am happy to be a part of this school, we have nice teachers here (...) I got scholarship and must stay in dormitory, I am happy to stay in dormitory (...) yes, I tell the truth (...) I have a lot of friends here (...) I’m responsible for worship department and teach Iqra’ [manual for Quranic reading lesson] for my youngest friends in dormitory (...) yes, I am a leader in my classroom (...) I asked my friends to do the task, I told something in a good way and they follow my instructions (...)” (S1 Interview, 06 October 2016)

He clearly positioned himself as both a good learner and a competent teacher for his friends, and he did it happily. He further demonstrated his responsibility as a leader for his class as well, and it showed a high level of confidence that he had. We counsel that such a particular activity reinforced

the student to construct the meanings about himself regarding his identity. This became part of his recognition as a learner, a teacher, and a leader.

In line with this issue, Coll & Falsafi (submitted) and Falsafi & Coll (in press) as cited in Falsafi (2010) stated that recognition notion is fundamental for the concept of identity formation. Importantly, to understand the meaning of a phenomenon in the social context may encourage the student to be able to adopt the similar thought about his or herself in the new learning situations (Falsafi, 2010). Another study from Yamakawa et al. (2005) confirmed that role of positioning has strong effect on students' identities as competent learners.

However, we conceive that both teachers (at school) and parents (at home) must absolutely assist students with low levels of motivation and self-perception. Figure 6 displays the outcome space of adolescents' identity positioning as learners, which are purported by the researchers as the overall findings of this study. Basically, in constructing their identity as learners, adolescents must able to have a sense of learner identity, as indicated by their willingness to study, emotional experiences, and level of confidence. Learner identity in this study refers to several main aspects, specifically motivation, self-perceptions (includes self-efficacy, self-concept, and self-esteem), autonomy, and self-development.

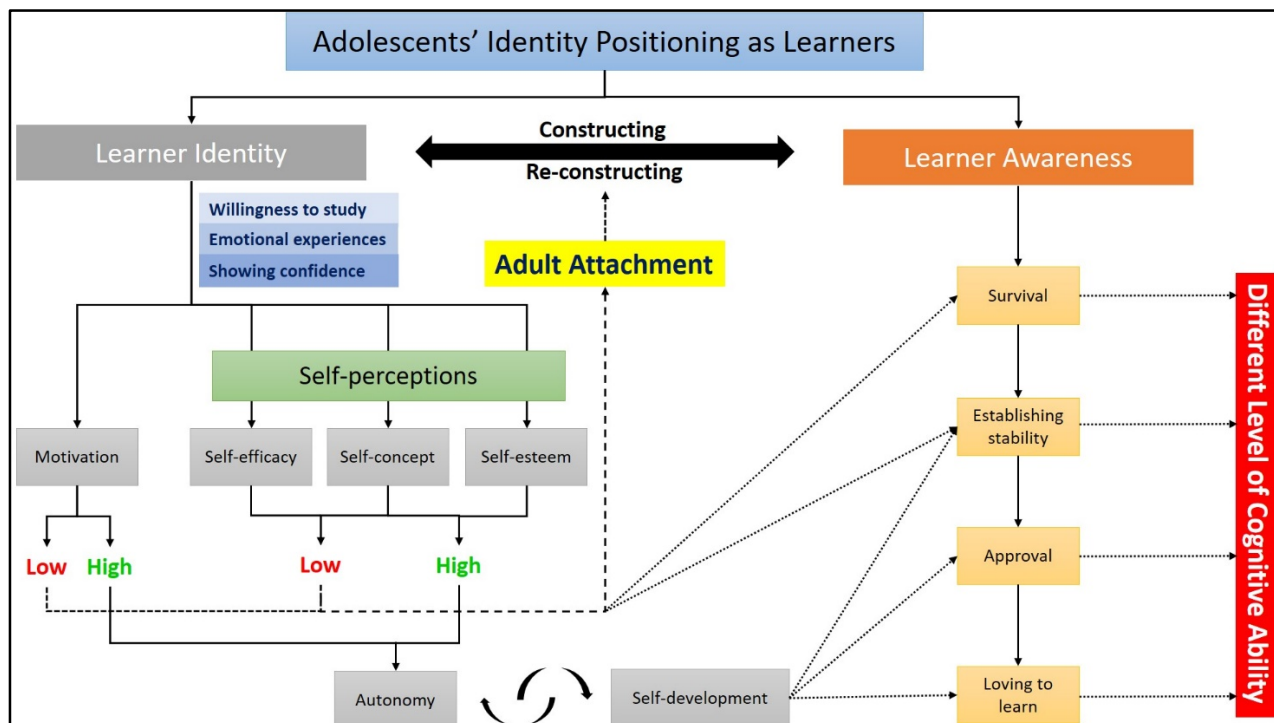


FIGURE 6. The final outcome space of adolescents' identity positioning as learners.

Above all, learner identity is essential to shape and construct the awareness level of learners. Hence, we then attempt to understand the association of learner identity formation with the awareness level of learners in this context. Regarding the different way adolescents perceive their positions as learners, we find a gap between one student's experiences and the other students' experiences, which is attachment from adult (teachers and parents). Bosnjak & Winkelman (2003) confirmed the similar phenomena, because they stressed that self-perception (i.e. self-esteem) and healthy attachment has a complex relation to identity formation. Attachment from adults plays a pivotal role in reconstructing learner identity by intervening in adolescents' awareness development (Hirano, 2011). We therefore suggest adult attachment as a means to moderate students with low levels of either motivation or self-perceptions in order to reconstruct students' learning identities properly.

Moreover, another experience that we highlight is the cognitive ability of students. As previously explained, students' cognitive capability stands as an independent aspect compared to the other four experiences, hence, not all students with a high level of learner awareness have excellent cognitive achievements, but also the lower level ones may have it, and vice versa, as depicted in Figure 6.

5 CONCLUSIONS, IMPLICATIONS, AND EVALUATION OF THE RESEARCH

This chapter presents the conclusions of this study together with its implications and evaluation based on the findings, and their relation to the theories proposed. Nonetheless, because this research employed a phenomenographic approach in the interpretation of the results, readers then may have their own conclusions to justify the outcome spaces of the study. We understand that there are various backgrounds of readers, influencing the way they interpret and determine the meanings of these findings, regarding their different points of view. Therefore, the conclusions provided correlate to the researchers' perspectives and are based on educational research interests. The major findings are summarized as follows:

1. There are variations in the way adolescents experience their learning identity, and consequently they achieve different degrees of motivation, self-perceptions (includes self-efficacy, self-concept, and self-esteem), autonomy, and self-development towards their identity as learners. In this study, SBP School's students demonstrated a high level of self-efficacy and self-development, an average level of self-esteem and autonomy, and a close to average level of self-concept and motivation in constructing their identities as learners.
2. The findings indicate the different levels of adolescents' awareness in perceiving their sense of identity as learners. Those are survival, establishing stability, approval, and loving to learn. For the students of SBP School, the highest accomplishment of experiences is in showing their confidence towards learning attitude, whereas the lowest one is in adult attachment or influences.
3. Regarding the different ways adolescents perceive their positions as learners, we find that both teachers (at school) and parents (at home) must unconditionally support students with low levels of motivation and self-perception. Therefore, adult attachment and involvement become more important to moderate those kinds of students in order to reconstruct their learning identities.

4. This study ultimately confirms that there is a reciprocal relationship between learner identity and learner awareness and further will support the integrated effects on both learner autonomy and cognitive ability.
5. The results also demonstrate that adult (in this case teachers and parents) involvement with adolescents' learning approaches may encourage the learners to become less or more autonomous people.
6. Some particular activities can reinforce adolescents to construct meanings about themselves regarding their learning identity.
7. The findings further show that learner identity is essential to shape and construct awareness levels of learners.
8. The results also exhibit that most students are able to position themselves as learners, particularly in the way they perceive their self-efficacy, self-concept, and self-esteem.
9. Adolescents who already know their position as learners, tend to be responsible for their own learning, associating with self-directed learning, due to their autonomy as independent students.
10. The final outcome space also reveals that students' cognitive capability stands as an independent aspect compared to the other four experiences that we offered (willingness to study, emotional experiences, level of confidence, and adult attachment). Hence, not all students with high levels of learner awareness have excellent cognitive achievements, whereas students with lower levels of learner awareness may have excellent cognitive achievements.

On the whole, this study has demonstrated the relationship between learner identity and learner awareness, and further can promote integrated effects on both learner autonomy and cognitive ability. We therefore recommend future research to investigate the association of learner identity with academic attitudes, as well as learner identity with academic and social achievements, both qualitatively and quantitatively.

The implications of this study focus on practice and research interests. For students, this study is expected to increase the level of their personal values, from less-consciousness to more-consciousness of learning identity through their involvement in this research. Furthermore, for teachers, this research enables teachers or parents to investigate their roles in adolescents' identity formation process. Also by understanding of the outcomes of this study, we expect teachers can easily identify the correlation between learner identity and level of learner awareness in the context of adolescents' identity formation. This study also will give new references in similar research contexts for professional groups and worldwide educational systems. Basically, teachers may act as

sanctioners for their students (Hamman & Hendricks, 2005), such as to help them in figuring out their academic identities, to find ways to value students' achievements, and to create comfortable environments for either identity formation or development by providing effective instructions and guiding adolescents' perspectives in order to prepare their future as they want.

Evaluation of the research

Validity, reliability, and transferability (or normally called generalization) of this study become important to be discussed due to research evaluation purposes. According to Fraenkel & Wallen (1993, p. 400), validity in qualitative research refers to "the appropriateness, meaningfulness, and usefulness of the inferences researchers make based on the data they collect", and reliability in qualitative research stands for "the consistency of these inferences over time". Hence, we can conclude that the interpretation of research findings depends on the researchers' points of view and has possibility of biases at a certain portion. Prior to conducting this study, we therefore determined a number of instruments to be employed in order to enhance research validity and reliability. The other techniques also applied for similar purposes, more specifically:

1. Data triangulation: this research was conducted by using seven qualitative instruments in total, they are individual interviews (primary data), classroom observation, peer-observation, self-report, teachers and parents' interviews, focus group discussion accompanied by peers' feedback, and mid-test results (details are displayed in Figure 3).
2. Researchers' journal: by recording our own thoughts, we did both interviews and observations.
3. Recording: we used both video and audiotaping instead of observation field notes.
4. Interviews more than once: we sometimes did informal interviews with our participants in order to obtain additional information that may be valuable. This is also part of checking research reliability in case of we may see inconsistencies of participants' responses regarding the similar questions asked.
5. Continuous observations: for this purposes, we already done more than 30 times of classroom observations, excludes accidental observations that we did. As we understand that there will be changes of participants' attitudes over time, so that to strengthen research reliability, it becomes essential.

In addition, regarding the observers' effects on participants' behavior, we have already considered right before starting data gathering. We first did classroom observation confidentially prior to interviewing the participants in order to acquire the factual data from them. Afterwards, we asked their peers to do a secret observation within 2-3 days for each participant. The videotaping was

employed after a week of observations to avoid negative effects of observers' presences and to make participants become accustomed of our attending and later promote them to act naturally.

On the other hand, generalization or transferability in qualitative research is "usually thought of as a statement or claim of some sort that applies to more than one individual, object, or situations" (Fraenkel & Wallen, 1993, p. 402). The generalization may not be suitable for every case, but it at least represents the researchers' expectation towards their findings.

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August 4, 2016

RESEARCH PERMIT

The students listed in the attachment included in this letter have authorization from the School of Education, University of Tampere to initiate and execute the study belonging as a part to the Commissioned MA Programme in Teacher Education at the University of Tampere, Finland. The programme takes place in Aceh in co-operation with the Sukma Foundation.

Purpose of the study is expressed in the research plan. Description of the study procedures and methods are presented in detail in the research proposal accepted by the supervisors of the thesis. The study is expected to benefit not only the student researcher but educational and institutional development both locally and nationally. After acceptance by the university the report will be accessible at the University of Tampere webpages.

The research will be implemented according to the ethical guidelines of the University of Tampere. Participation of informants in the research is voluntary and based on informed consent. Collected data is confidential and only the researchers can access the data. Results of the study will be reported anonymously. It is not possible to recognize informants or institutions from the reported results. Ethical guidelines of the University of Tampere will be found at: <http://www.uta.fi/english/research/ethics/guidelines/index.html>

Supervisors of the research projects and the contact information:

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Sincerely yours,

Eero Ropo
Professor of Education

INFORMED CONSENT

Dear Participants,

You are being asked to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researchers if there is anything that is not clear or if you need more information.

Principal Investigators

Nurhayati

Master Student

University of Tampere,
School of Education

Email:

Tel.

Ratna Sari Dewi

Master Student

University of Tampere,
School of Education

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Tel.

Research topic and short description of the research

Topic: Identity Formation of Adolescents: A Case Study in Sekolah Sukma Bangsa Pidie

The purpose of this research is to understand how adolescents, in this study secondary school students, behave toward their identity as learners in Sukma Bangsa Pidie (SBP) School.

Description of participants

The selection and recruitment of participants are based on the particular criteria. The participants will be students, their teachers and parents. The data collection includes naturalistic observation, audio/video-recording of events (observation) and interviews, focus-group discussion, and peer observation.

Confidentiality

Your responses and comments to this interview will be anonymous. Every effort will be made by the researchers to preserve your confidentiality including the following:

1. Assigning code names that will be used on all research notes and documents.
2. Keeping notes, interview transcriptions, and any other identifying participant information in the personal possession of the researchers.

Participant data will be kept confidential except in cases where the researchers is legally obligated to report specific incidents. These incidents include, but may not be limited to, incidents of abuse and suicide risk.

Contact Information

If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may contact the researchers whose contact information is provided on the first page. If you have questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the Primary Investigators, please contact the supervisors of this research project. Also, you may refer to *Ethical guidelines* in the University of Tampere: <http://www.uta.fi/english/research/ethics/guidelines/index.html>

Supervisors of the research project and the contact information

Eero Ropo
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Head of the Commissioned MA Program
University of Tampere,
School of Education
Email:
Tel.

Pekka Räihä
University Lecturer
University of Tampere
School of Education
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Tel.

Voluntary Participation

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researchers. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

Consent

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature _____ Date _____

Investigators' signature _____ Date _____

INTERVIEW FORM

Date/Time : _____

Venue : _____

Interviewee

Interviewee ID : _____

Institutions : _____

Role in this school : _____

Interviewer(s)

Full Name : _____

Themes of the interview:

1. Students' Perceptions about Learners
2. Students' Autonomy as Learners
3. Students' Agency as Learners
4. Students' Motivation

Theme 1. Students' Perceptions about Learners

1. Tell me about yourself as a learner?
2. What do you need as a learner?
3. What kind of style do you prefer to study?
 - a. How is the condition that can make you feel comfortable to learn?
 - b. Which one do you prefer, study in the classroom or outdoor study?
 - c. If someone tell you about "car", what do you imagine?
4. Do you feel that you are confident enough in learning activities?
5. What do you think when the first time you came to this school?
6. What will you do if you are dealing with new condition (i.e. new friends/teachers, new roles, and new environment?
7. What do you think about other boarding or non-boarding student(s)?

Theme 2. Students' Autonomy as Learners

1. As a learner, you have a dream. What is your dream? Please describe your dream!
 - a. What will you do after graduating from this school?
2. What will you do if you get a lot of assignments?
 - a. Are you sure that you can answer all tasks easily and independently? I mean that you believe in your own ability?
 - b. How do you deal with those problems (in case of the tasks are quite difficult), will you ask your friends/teachers or you try to solve by yourself?

- c. In case of you have a lot assignments or too difficult for you to solve/answer it, what will you do?
 - d. Will you give up or try harder to deal with it?
 - e. Is there any other person that will influence you in order to solve particular problems?
3. How can you assess your study processes and results?
 - a. What do you think about yourself? Are you a process-oriented or result-oriented person?
 - b. Do you think that you are able to measure and assess your ability in study, particularly in academic achievement?
 - c. Do you think that your friends, teachers, and school evaluation/examination, are able to assess your academic achievement properly?
4. What is your favorite subject? (in the past, present, and also in the future if any)
 - a. Why do you choose that subject?
 - b. Do you think that you got a good score already for that subject?
 - c. What are you going to achieve by admiring that subject?
 - d. How about the other subjects? Do you have any difficulties for the other subjects? Or, are you afraid to be failed in those subjects, or maybe having problems with the subjects' teachers?
5. Can you explain your daily activities? How do you manage your time in a day particularly about study time? How many hours do you spend to study productively?
6. Can you tell me about your activities in the classroom?
7. Why did you choose to be boarding or non-boarding student?
8. How many friends do you have in this school? What kind of friends that you choose to be your friends?
9. Have you ever complained to your teachers about your scores? In case of you are confident enough about your ability. And how often did you do that? Give an example!
10. What do you feel if someone (let say your friends) criticize you? Will you accept it wisely or you try to avoid it?
11. What are you doing at school? (other activities except studying)

Theme 3. Students' Agency as Learners

1. How can you help your friends in studying?
 - a. Do you prefer to study with your friends, or to discuss with the teachers?
2. Do you build a good interaction with your friends as well as teachers?
3. Do you have friends from the other school(s)? How is your opinion about them?
4. What is your role in the school?
5. What is your role as learner at home? (For your siblings, parents, or neighbors)
6. What kind of activities that you are active in this school?

Theme 4. Students' Motivation

1. What is your goal/target after completing your study in the classroom?
2. Do you feel jealous with your friends? In case of your friends are smarter than you?
3. What is your reason to go to school?
4. What do you prepare prior to studying in the classroom?
5. What kind of reward(s) and punishment(s) did you get during studying in this school?
6. Do you embrace any challenges in learning activities? In case of your teachers only provided you basic knowledge, or will you ask to increase the difficulties of the problems?

OBSERVATION CHECKLISTS AND FIELD NOTES

1. Observer(s) : _____
2. Participant(s) : _____ (code)
3. Teacher : _____ (code)
4. Subject/Topic : _____
5. Venue : _____
6. Date/Time : _____
7. Duration : _____
8. Additional Notes : _____

A. Devices Condition (OK or NOT)

B. Setting

C. On-going Action

D. Description of the Participants

E. During the Observation

F. Field Notes Transcript

The full description of the observation are transcribed as follows:

No.	Details of Observation	Reflections of Observers
1		
2		

3		
4		
5		
6		
7		
8		
9		

10		

Notes:

PEER OBSERVATION SHEETS

1. Observer(s) : _____ (code)
Pengamat
2. Participant(s) : _____ (code)
Objek Observasi
3. Venue : _____
Tempat Observasi
4. Date/Time : _____
Tanggal/Waktu
5. Duration : _____
Durasi Observasi
6. Additional Notes : _____
Catatan Tambahan

A. Setting

Deskripsikan keadaan atau situasi lapangan saat dilakukan observasi, contoh: objek yang sedang diamati berada di kelas, lapangan, maupun asrama, atau objek yang sedang diamati sedang di luar lingkungan sekolah, atau dapat juga saat dilakukan observasi sedang berlangsung kompetisi/perlombaan sekolah, dsb.

B. On-going Action

Jelaskan kegiatan atau aktivitas yang dilakukan oleh objek yang sedang diamati saat dilakukan observasi, contoh: objek yang di amati sedang melamun di taman seorang diri, atau sedang marah-marah dengan teman lainnya, atau sedang bermalas-malasan padahal banyak tugas sekolah yang harus diselesaikan, dsb.

C. Description of the Participants

Mendeskripsikan tentang objek yang sedang diamati, jumlah objek, umur, jenis kelamin, jika diketahui keadaan keluarga objek yang sedang diamati, keadaan fisik, dsb.

D. During the Observation

Centang dan berikan komentar untuk setiap aktifitas yang dilakukan objek yang diamati

- 1) Tuliskan “Ya” (untuk aktifitas yang teramati), and “Tidak” (untuk aktifitas yang tidak teramati)

No.	Aktifitas	Ya atau Tidak ¹⁾	Komentar
1	Apakah objek sedang belajar?		
2	Apakah objek sedang berdiskusi dengan teman yang lain?		
3	Apakah objek sedang berdiskusi dengan guru?		
4	Apakah objek mampu menyelesaikan tugasnya dengan mandiri?		
5	Apakah meja belajar objek rapi dan terorganisasi dengan baik?		
6	Dapatkah objek menyelesaikan tugas-tugas yang rumit?		
7	Dapatkah objek menjaga waktu belajar dengan konsisten setiap harinya?		
8	Apakah objek membutuhkan bantuan orang lain dalam menyelesaikan tugasnya?		
9	Apakah objek membantu temannya lainnya untuk menyelesaikan tugas?		
10	Apakah objek aktif bertanya di kelas?		
11	Apakah objek sering melakukan interupsi di kelas?		
12	Apakah keberadaan objek bersama pengamat, membuatnya tidak nyaman?		
13	Apakah objek berkelakuan baik dengan teman?		
14	Apakah objek berkelakuan baik dengan guru?		
15	Dapatkah objek menjaga hubungan baik dengan lingkungan sekitar?		

Komentar tambahan / hasil observasi. Berikan komentar terhadap hasil observasi yang belum ditanyakan di tabel sebelumnya.

SELF-REPORT SHEETS

1. Name : _____ (code)
Nama
2. Date/Time : _____
Tanggal/Waktu
3. Additional Notes : _____
Catatan Tambahan

A. Instructions

Isilah tempat yang disediakan dengan 20 pernyataan mengenai diri pribadi anda, terutama yang berhubungan dengan proses belajar, baik di rumah, maupun di lingkungan sekolah. Contoh: saya belajar setiap hari walaupun tidak ada tugas dari guru, saya malas belajar, saya tidak senang ke sekolah, saya ke sekolah untuk bermain-main, dsb.

1. Saya _____
2. Saya _____
3. Saya _____
4. Saya _____
5. Saya _____
6. Saya _____
7. Saya _____
8. Saya _____
9. Saya _____
10. Saya _____
11. Saya _____
12. Saya _____
13. Saya _____
14. Saya _____
15. Saya _____
16. Saya _____
17. Saya _____
18. Saya _____
19. Saya _____
20. Saya _____

B. During the Observation

Centang dan berikan komentar untuk setiap aktifitas yang anda lakukan.

- 1) Tuliskan “Ya” (untuk aktifitas yang sesuai dengan anda), and “Tidak” (untuk aktifitas yang tidak sesuai dengan anda)

No.	Aktifitas	Ya atau Tidak ¹⁾	Komentar
1	Apakah anda senang belajar?		
2	Apakah anda senang berdiskusi dengan teman yang lain?		
3	Apakah anda senang berdiskusi dengan guru?		
4	Apakah anda mampu menyelesaikan tugas dengan mandiri?		
5	Apakah meja belajar anda rapi dan terorganisasi dengan baik?		
6	Dapatkah anda menyelesaikan tugas-tugas yang rumit?		
7	Dapatkah anda menjaga waktu belajar dengan konsisten setiap harinya?		
8	Apakah anda membutuhkan bantuan orang lain dalam menyelesaikan tugas?		
9	Apakah anda membantu teman lain untuk menyelesaikan tugas?		
10	Apakah anda aktif bertanya di kelas?		
11	Apakah anda sering melakukan interupsi di kelas?		
12	Apakah keberadaan anda bersama orang lain (teman dan guru), membuat mereka tidak nyaman?		
13	Apakah anda berkelakuan baik dengan teman?		
14	Apakah anda berkelakuan baik dengan guru?		
15	Dapatkah anda menjaga hubungan baik dengan lingkungan sekitar?		

FOCUS GROUP DISCUSSION (FGD)

Introduction

The Focus Group Discussion (FGD) aims to know students' interaction in order to complete the study that the researchers conduct. The purpose of this study is to understand how adolescent, in this study secondary school students, behave toward their identity as learners in SBP School. This FGD is going to explore the information relating to themes, such as:

1. Students' Perceptions about Learners
2. Students' Autonomy as Learners
3. Students' Agency as Learners
4. Students' Motivation

Participants

- The participants are male and female students in grade 11 in SBP School.
- These participants are consisting of a moderator, a note taker, and member of discussion.

During FGD

Moderator will open the FGD and ask the participants to introduce themselves.

Questions

Theme 1. Students' Perceptions about Learners

1. What do you need as a learner?
2. What kind of style do you prefer to study?
 - a. How is the condition that can make you feel comfortable to learn?
 - b. Which one do you prefer, study in the classroom or outdoor study?
3. Do you feel that you are confident enough in learning activities?
4. What will you do if you are dealing with new condition (i.e. new friends/teachers, new roles, and new environment?

Theme 2. Students' Autonomy as Learners

1. As a learner, you have a dream. What is your dream? Please describe your dream!
 - a. What will you do after graduating from this school?

2. What will you do if you get a lot of assignments?
 - a. Are you sure that you can answer all tasks easily and independently? I mean that you believe in your own ability?
 - b. How do you deal with those problems (in case of the tasks are quite difficult), will you ask your friends/teachers or you try to solve by yourself?
 - c. In case of you have a lot assignments or too difficult for you to solve/answer it, what will you do?
 - d. Will you give up or try harder to deal with it?
 - e. Is there any other person that will influence you in order to solve particular problems?
3. How can you assess your study processes and results?
 - a. What do you think about yourself? Are you a process-oriented or result-oriented person?
 - b. Do you think that you are able to measure and assess your ability in study, particularly in academic achievement?
 - c. Do you think that your friends, teachers, and school evaluation/examination, are able to assess your academic achievement properly?
 - d. Have you ever complained to your teachers about your scores? In case of you are confident enough about your ability. And how often did you do that? Give an example!
4. What is your favorite subject? (in the past, present, and also in the future if any)
 - a. Why do you choose that subject?
 - b. Do you think that you got a good score already for that subject?
 - c. What are you going to achieve by admiring that subject?
 - d. How about the other subjects? Do you have any difficulties for the other subjects? Or, are you afraid to be failed in those subjects, or maybe having problems with the subjects' teachers?
 - e. What do you feel if someone (let say your friends) criticize you? Will you accept it wisely or you try to avoid it?

Theme 3. Students' Agency as Learners

1. How can you help your friends in studying?
 - a. Do you prefer to study with your friends, or to discuss with the teachers?
2. Do you build a good interaction with your friends as well as teachers?

3. What is your role in the school? And what is your role as learner at home? (For your siblings, parents, or neighbors)
4. What kind of activities that you are active in this school?

Theme 4. Students' Motivation

1. What is your goal/target after completing your study in the classroom?
2. Do you feel jealous with your friends? In case of your friends are smarter than you?
3. What is your reason to go to school? And what do you prepare prior to studying in the classroom?
4. Do you embrace any challenges in learning activities? In case of your teachers only provided you basic knowledge, or will you ask to increase the difficulties of the problems?